



**FACULTAD DE EDUCACIÓN**

**MAGÍSTER EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA**

**ORAL CORRECTIVE FEEDBACK STRATEGIES IN CHILEAN EFL  
CLASSROOMS**

**Thesis submitted in partial fulfillment of the requirements for the degree of**

**Master of Arts in TESOL**

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## Corrective Feedback Strategies

For Alicia and Marcos

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## **ABSTRACT**

Oral corrective feedback has been of great importance in foreign language acquisition since it helps improving oral production in students. Many studies have been conducted about this topic. However, the results may vary in every context. For this reason, this investigation aimed to comprehend Chilean teachers' use of corrective feedback strategies and their efficacy in students' performance.

In this descriptive study, five teachers audio-recorded two lessons of 90 minutes, where students from 5<sup>th</sup> to 8<sup>th</sup> grade received feedback from their teachers. The results include the frequency and effectiveness of corrective feedback strategies, as well as the type of errors that teachers correct in the classroom.

The findings determined that Chilean teachers use corrective feedback strategies to correct pronunciation, vocabulary, grammatical and content errors of students. Also, there is a tendency of Chilean teachers to use explicit correction as the most frequent strategy found in this investigation. In terms of effectiveness, most of the corrective feedback provided followed repair from the learner. Among the most effective corrective feedback strategies we could find repetition, elicitation, clarification request, metalinguistic feedback, and explicit correction.

## **RESUMEN**

La retroalimentación correctiva ha sido de gran importancia en la adquisición de una lengua extranjera ya que ayuda a mejorar la producción oral de los estudiantes. Muchos estudios sobre el tema han sido conducidos, sin embargo, los resultados pueden variar en cada contexto. Por esta razón, ésta investigación tiene como propósito comprender el uso de estrategias de retroalimentación correctiva de profesores chilenos y su eficacia en el desempeño de sus estudiantes.

En este estudio descriptivo cinco profesores audio grabaron dos clases de 90 minutos, donde los estudiantes de 5to a 8vo básico recibieron retroalimentación de sus profesores. Este estudio determinó que en la mayoría de las ocasiones, los profesores chilenos proporcionan retroalimentación usando corrección explícita.

Los resultados determinaron que los profesores chilenos utilizan estrategias de retroalimentación correctivas para corregir la pronunciación, el vocabulario, errores gramaticales y de contenido de los estudiantes. Además, hay una tendencia de los profesores chilenos de utilizar la corrección explícita como la estrategia más frecuente encontrada en esta investigación. En términos de eficacia, la mayor parte de la retroalimentación correctiva proporcionada resultó en la reparación del alumno. Entre las estrategias más eficaces de retroalimentación correctiva encontramos la repetición, la elicitación, la solicitud de aclaración, la retroalimentación metalingüística y la corrección explícita.



## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. DESCRIPTION OF THE RESEARCH PROBLEM**

For many years, oral production has always been an issue in Chilean education. Students often complain that they do not want to participate in classes because they do not have the tools to communicate effectively and they do not want to commit errors. According to researchers (Day & Shapson, 1991; White 1991; Ellis, 1997), if teachers correct students' errors, they are likely to disappear with time.

For this reason, errors have been part of the learning process of another language. When people learn a foreign language, errors are very common and almost inevitable since learners do not have the language or tools necessary to communicate. As a result, the role of feedback, especially negative, has increased during the years since it provides students with “information about the success (or, more likely, lack of success) of their utterances” (Selinker & Gass, 2008, p.329). According to Ellis (2009), corrective feedback “takes the form of a response to a learner utterance containing a linguistic error” (p.3). However, this attempt to produce new utterances are part of the process of acquiring the target language (Ellis, 1990) and corrective feedback will help students to realize about their errors and will encourage them to improve their speech production.

Consequently, the present investigation aims to determine the use of the different types of corrective feedback strategies in the Chilean context and the efficacy they have with Chilean students who attend to public schools.

## 1.2. JUSTIFICATION OF THE RESEARCH

Learning any foreign language is not an easy process. Most people in Chile do not master the language, consequently, they tend to commit several errors when they speak. Therefore, the use of corrective feedback is crucial for the learning process since it provides the correct form of learners' wrong utterances. This investigation expects to be a contribution to make the learning process of English more effective through the use of Corrective Feedback.

There are different types of strategies to give feedback to our students in order to help them improve their linguistic and grammatical accuracy. For that reason, it is very important to know if English teachers correct students' errors and if they do, to determine the types of corrective feedback strategies that teachers are using in the classroom in order to contribute to the learning of the target language.

Even though corrective feedback strategies have been investigated before, every context and every classroom is different. For that reason, it is important to know what is happening in the Chilean reality. Whether teachers are giving feedback to their students, how they are doing it, the features of the language that teachers are more likely to correct and the students' response to the corrective feedback provided. As a result, the following research questions arise:

- 1- What type the corrective feedback strategies do Chilean teachers use in their classrooms?
- 2 -What type of errors do Chilean teachers correct in their classroom?
- 3-What type of corrective feedback strategies are more effective with Chilean students?

These questions will reveal insights about Chilean English education since the feedback that is given in the classroom is strongly related to the outcomes students have in classes. (Ellis, 1990; Doughty & Varela, 1998; Selinker & Gass; 2008, Ellis, 2009).

## **CHAPTER II**

### **LITERATURE REVIEW**

This theoretical framework portrays the main theories and topics related with corrective feedback. The importance of error and different error types will be discussed, as well as the difference between errors and mistakes. In addition, this chapter includes the main views of researchers about the use of corrective feedback in the classroom. Furthermore, it comprises the main strategies used to provide feedback in the classroom and the learners' response to it.

#### **2.1. ERROR**

Errors can be defined as “the use of a linguistic item in a way, which according to fluent users of the language indicated faulty or incomplete learning” (Chun, Day, Chenoweth, and Luppescu, 1982, p.538). In addition, Lennon (1991) believes that errors are linguistic forms or combinations that will not be produced by native speakers. According to Corder (1967 in Ellis 1994, p.51) “[a]n error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence”. He also believes that ignorance of the appropriate rules or structures of the target language is the principal cause of committing errors (Corder, 1976). These definitions illustrate that errors are committed by language learners whose mother tongue is different to the target language they want to acquire, and they are caused by the unfamiliarity with the language itself.

In order to discuss errors, it is necessary to mention the difference between errors and mistakes. An error is considered as systematic. This means that it is likely to occur more than once and usually, the learner is not aware of the error because there is a gap in his knowledge (Ellis, 1997). On the other hand, mistakes are considered to be a slip of the tongue, which means that it can be a one-time event in which the learner is incapable of performing what he knows (Ellis, 1997; Selinker & Gass, 2008). This can happen due to tiredness, stress or lack of concentration. (Kotz & Ferreira, 2013).

There are many types of errors when we learn another language. They can be systematic and universal. There are some errors that “are common only to learners who share the same mother tongue or whose mother tongue manifest the same linguistic property” (Ellis, 1997, p.19). According to Harmer (1991), there are errors that most students commit when learning a second language, which occur for two main reasons:

1) L1 interference: It refers to the interference of the mother tongue and the target language. When students want to learn a second language they often try to use their previous knowledge (L1) to learn the target language, which often creates confusion in the learners since they want to use their mother tongue while they talk, which are a direct cause of the errors they commit.

2) Developmental error: It refers to an overgeneralization of the target language. For instance, when learners say “eated” instead of “ate” they are creating a new rule which is an overgeneralization of the use of the past tense. This process occurs subconsciously in the mind of the learners and it is completely normal when students are acquiring another language.

Additionally, Ellis (1997) states that there is a third reason for committing errors, which is called Omission. He explains that students omit certain words to simplify the target language. For instance, students leave out articles such as “the” and “a” and also, the final “-s”, which is used with plural nouns.

Every person who wants to learn a foreign language commits errors for different reasons (Interference, overgeneralization, omission.). However, there are categories that have been identified for the types of errors that learners are most likely to commit while they interact with the target language. According to Chaudron (1977) there are three different categories for errors, which are:

- 1- Linguistic errors: it consists on morphological, phonological and syntactic errors.
- 2- Content error: It consists on errors of information or knowledge.
- 3- Classroom interaction and discourse errors: It consists on errors committed by speaking with incomplete sentences.

On the other hand, there are some authors (Lyster & Ranta, 1997, Ferreira, Moore, & Mellish, 2007) who only focused on the errors of the linguistic category to conduct an investigation. For instance, Lyster and Ranta (1997) divided errors into five categories: the use of L1, gender errors, grammatical errors, phonological errors, lexical and multiple errors, which were the most common among learners. Nevertheless, Ferreira, et al (2007) divided errors into grammatical, pronunciation and vocabulary errors since they identified that those were the most frequent errors committed by students.

## **2.2. ERROR CORRECTION**

In foreign language classrooms, students are encouraged to speak as much as possible using the target language and errors are inevitable, mostly in the early stages. People who have not mastered a language will tend to make errors in the process of acquiring it since errors have been a common feature of the learning process.

Hendrickson (1978) lists five fundamental questions about the correction of errors.

1. Should errors be corrected?
2. If so, when should errors be corrected
3. Which learner errors should be corrected?
4. How should learner errors be corrected?
5. Who should correct learner errors?

There is not one particular answer for each question since many researchers (Krashen 1982, Ellis 1997, Truscott 1999 & Azar 2007) have their own views in terms of error correction. According to Krashen (1982), teachers should not correct errors because it affects the affective filter of students. He states that learners will be put on the defensive and will try to avoid mistakes by using less difficult constructions, which means that the student will be more focused on form instead of meaning. Moreover, Krashen (1982 p.119, as quoted in Ellis, 1994 p.73), considers that “even under the best conditions, with the most learning – oriented students, teacher corrections will not produce results that will live up to the expectations of many instructors”. In addition, Truscott (1999) believes that oral correction is not effective therefore teachers should abandon that practice. He believes that correcting errors do not contribute to the grammatical development of speech.

On the other hand, there are authors who believe that errors are very important in order to learn a language. Azar (2007) claims that the correction of the error is a natural part of the acquisition of a foreign language, which means that every person who wants to learn a language is going to be corrected at some point of the learning process. Moreover, according to Ellis (1997) “there are three main reasons for focusing on errors. First, they are a conspicuous feature of learner language... Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make” (p.15). The correction of an error is a very important process for students, especially during the early years of the learning process. When teachers delayed feedback or do not give feedback at all, they allow students to practice errors and if they are not corrected, students will produce utterances incorrectly (Levine, 1975).

### **2.3. THE ROLE OF CORRECTIVE FEEDBACK**

Feedback is an essential source of information for people who are learning a language since it provides evidence about their performance (Ur, 1996). Corrective feedback is defined as “any indication to the learners that their use of the target language is incorrect” (Lightbown & Spada, 1999, p.171). This type of feedback is also known as Error Correction and Negative Feedback, which are interchangeable for researchers. Those terms are defined as “information provided to learners about the ill-formedness of their L2 production”. (Loewen, 2012, p.24). According to Selinker and Gass (2008) feedback can be explicit (i.e teacher stating that there is an error) or implicit ( i.e feedback during the course of interaction). Negative feedback occurs in a variety of L2 classrooms contexts, however,



the amount of feedback given can vary from class to class. Some teachers may give little feedback while in some classes they do provide it in numerous occasions (Loewen, 2003), which can be deduced that correcting students errors through corrective feedback may vary depending on the context on the teacher and on the students. Moreover, Ellis, Loewen, and Erlam, (2006) stated that “CF takes the form of teachers’ responses to learner utterances that contain an error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the error, or any combination of these” (p. 340). These types of responses had been identified through observational studies and nowadays are an important part of the literature regarding corrective feedback.

### **2.3.1. Corrective feedback strategies**

Errors can be corrected in many ways. Researchers have recognized different strategies that they identified through descriptive studies. In 1997, Lyster and Ranta recorded 100 hours of six different classes of fourth and sixth graders in which four teachers were audio-taped. They observed the types of strategies teachers used to correct their students and classified them into six types of corrective feedback, which are the following:

1) Explicit correction: The teacher provides the correct form and he or she indicates what was incorrect. This feedback is considered to be explicit since the teacher clearly states that there is a problem.

S: he take a shower every day.

T: oh, you should say he takes. He takes a shower every day.

2) Recast: The teacher provides a reformulation of an incorrect utterance, but he maintains the original meaning of it. This feedback is considered to be implicit since it is less direct and more subtle.

S: He like ice cream.

T: yeah, he Likes ice cream.

3) Elicitation: also referred as prompts (Lyster, 2004) or negotiation of form (Lyster & Ranta, 1997). It consists of three main feedback moves. (1) Pausing in order to allow students to complete his statement, (2) Asking questions or (3) by asking students to reformulate the utterance.

S: he take the bus to go to school.

T: he ....?

T: how do we form the third person singular form in English?

T: can you correct that?

4) Metalinguistic feedback: Also known as metalinguistic clues. It is an implicit feedback in which the teacher makes comments, gives information or asks questions about the well-formedness of the student's utterance. However, he does not provide the correct form of the utterances.

S: He eat breakfast in the morning.

T: Do we say he eat?

T: How do we say when it forms the third person singular form?

5) Clarification request: This feedback either indicates that the utterances were not well-formed or that the teacher misunderstood them. (Spada and Fröhlich., 1995).

S: He go to the cinema yesterday.

T: Pardon me?

6) Repetition: The teacher repeats the utterances that are incorrect using an intonation to highlight the error.

S: He eated and hamburger.

T: He eated?

The study revealed that 55% of the teachers used recast to provide feedback, followed by elicitation which was used a 14% by educators, subsequently, 11% of them used clarification request to correct errors, 8% of teachers used metalinguistic feedback, 7% used explicit correction, and finally, 5% of them used repetition as a corrective strategy.

In addition, Ellis (2009) has classified the categories into input-providing or output prompting, which are divided into implicit and explicit feedback. This categories are illustrated in Table 1.

**Table 1.** Ellis' Corrective Feedback Taxonomy.

|                    | <b>Implicit</b>                     | <b>Explicit</b>  |
|--------------------|-------------------------------------|--|
| Input -providing   | Recast                              | Explicit correction  |
| Output - prompting | Repetition<br>Clarification request | Metalinguistic explanation<br>Elicitation<br>Paralinguistic signal |

He categorized the strategies of corrective feedback from Lyster and Ranta (1997) and added a new term called paralinguistic signal, which refers to the facial expressions or

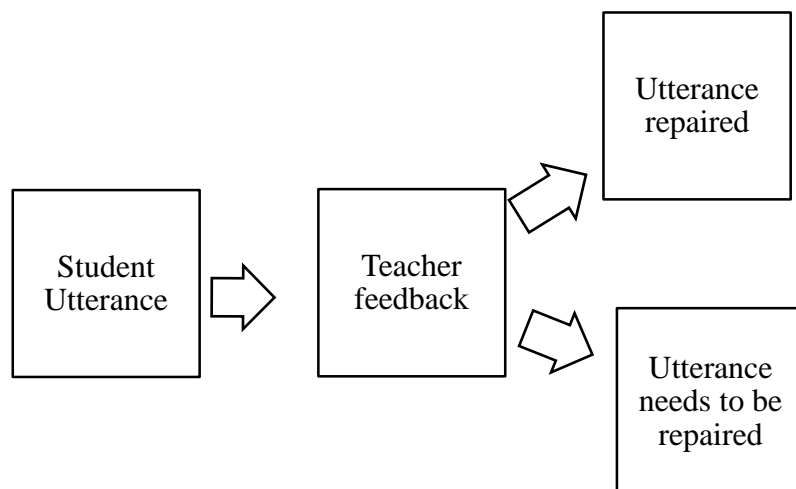
gestures that teachers do when students commit errors since teachers often use this expressions with their students to indicate that their utterances are not completely correct.

Panova and Lyster (2002) also defined a new term included in the taxonomy. This was called *Translation*. They stated that Lyster and Ranta found translation moves in their study in 1997. However, as they were few, they included *translation* as *recast*, since they had very similar functions of reformulating the student incorrect utterances. However, in the investigation of Panova and Lyster (2002), they found a high amount of translations, so they coded it as an isolated category of corrective feedback since they indicated that “There is nevertheless a relevant difference between a recast (a response to an ill-formed utterance in the L2) and a translation (a response to a well-formed utterance in the L1)” (p.583).

### **2.3.2. Uptake**

Uptake can be defined as the contents that students claim to have learned in class, which is what they are able to report at the end of a particular lesson (Allwright, 1984). According to Lyster and Ranta (1997, p.49) “Uptake in our model refers to a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect or the student’s initial utterance”. Lyster and Ranta classified two types of uptake: (a) the uptake were students repair their error (b) and the uptake that result in utterances and still needs to be repaired.

**Figure 1.** Illustration on types of learner uptakes.



When the utterances are “repaired” it means that the error was reformulated and successfully corrected. Lyster and Ranta (1997) distinguished four different types of initiated repairs.

1. Repetition: the student repeats the correct form of the utterances given by the teacher.

S: I eat a sandwich yesterday

T: I ate...

S: I ate...

2. Incorporation: the teacher provides the correct form of an error which is repeated and incorporated into a long utterance by the learner.

S: I eat a sandwich yesterday

T: I ate...

S: I ate a sandwich yesterday

3. Self-repair: the teacher provides implicit feedback and the student successfully correct the error he made.

S: I eat a sandwich yesterday

T: Excuse me?

S: I ate a sandwich yesterday

4. Peer-repair: the teacher provides feedback, but the student who responds with the correct utterance is not the one who committed the error.

S1: I eat a sandwich yesterday

T: I eat? How do we say eat in past?

S2: I ate.

When the utterances “need repair” it means that the student unsuccessfully corrected its error and may need further feedback from the teacher. This part is classified into six types of utterances.

1. Acknowledgment: In this uptake the student does not produce a complete answer to the teacher’s feedback since the student respond to the teacher with simple “yes” or “ok” in order to express that he understood the error he committed.

2. Same error: the student attempt to correct their wrong utterances, but he repeats the initial error that he committed.

3. Different error: The student reformulates its error, but in his attempt to repair his deviants he commits a different one.

4. Off target: “refers to uptake that is clearly in response to the teacher’s feedback turn but that circumvents the teacher’s linguistic focus altogether, without including any further errors”. (Lyster & Ranta, 1997, p. 50-51).

5. Hesitation: it refers to the hesitation of the student when he receives feedback from the teacher.

6. Partial repair: it refers that the student corrects only a part of its incorrect utterance.

In order to make students repair their errors it is important not only focus on the type of feedback they were provided with but also focused in the wait time that should be given in order to correct their incorrect utterances.

### **2.3.3. Wait-time and corrective feedback**

Wait-time refers to the appropriate amount of time that learners should be given in order to correct their errors. This term was introduced by Rowe (1969) who investigated the use of wait-time in the classroom. She indicated that when learners are asked a question teachers usually wait less than one second for the student's response (Rowe, 1986). For that reason, she believed that teachers need to provide students with enough time to correct their deviants. In order to determine that, she conducted a study in a science class with children whose mother tongue was English. The results of the investigation showed that the increase of the wait-time benefits students since they increased the quantity and quality of the responses in the classroom. Moreover, Hernquist, Hut and Makino (1993) stated that if teachers give cues or hints to students, they will be able to correct themselves as their linguistic ability will be activated more efficiently through different treatment tactics.

Wait-time is very important in corrective feedback since teachers not only expect to provide the appropriate corrective feedback strategy, but they try to make students understand the error they committed so they could be able to correct their wrong utterances,

which will lead to the improvement of learners' speech production. Holley and King (1974) claimed that if teachers increase wait-time and give students a few seconds (five to ten seconds) to respond to the teacher's questions, learners are likely to correct their errors in 50% of the cases. In addition, Waltz (1982) stated that students who are given enough wait time after a question are likely to correct between 50% to 90% of their errors in one lesson.

When teachers provide corrective feedback it does not always result in uptake from the learner and wait time can be one of the reasons (Ferreira, et al. 2007). Teachers often provide students with corrective feedback (implicit or explicit) where they state that a mistake has been made. However, there are cases in which teachers only point out the error and continue with the lesson without providing enough time to think about the error in order to correct it (Ferreira, et al. 2007).

### **2.4. THE NOTICING HYPOTHESIS**

The noticing hypothesis is a term formulated by Schmidt (1990), who believed that noticing was an important part of language learning and language acquisition. He suggested that students need to identify the breach between their interlanguage and the target language so they can internalize the form. Schmidt (1990) proposed that only the features of an input that were attended to and noticed were expected to be learned since they are probably stored in the long-term memory of the learner.

In addition, he believed that "input does not become intake for language learning unless it is noticed, that is, consciously registered" (Schmidt, 2012; p.27), which means that once the input (the language that learners are being exposed to) is noticed, it becomes



intake, which is the input that is noticed and comprehended and lately registered in the learners mind.

Noticing is very important in corrective feedback since “a noticed mistake or error has higher chances of being repaired than one that is unnoticed” (Lequerica, 2012; p.2), which means that corrective feedback is essential in order to help students notice the form or function of a linguistic item. Nelson (1987) claims that the link between the two concepts entails to notice the gap between their erroneous production and the target form of the language.

**Figure 2.** Illustration of noticing in corrective feedback.

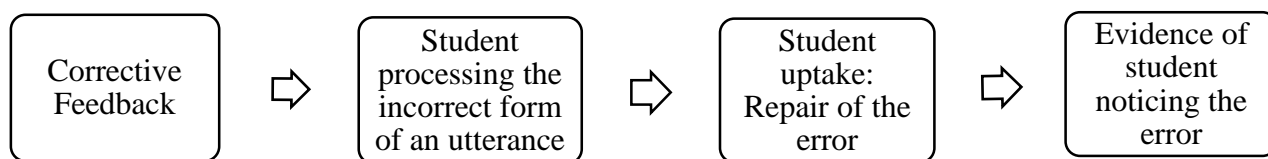


Figure 2 illustrates the connection between CF and Noticing. When teachers provide corrective feedback (input), learners process the information received and comprehend their erroneous utterances, which lately are repaired by the learners. That comprehension of the error can be the stage where students notice any aspect of the language.

## **2.5. INVESTIGATIONS ON CORRECTIVE FEEDBACK**

This section explores previous research done in the area of corrective (CF), which will serve as a reference point in the investigation. This section is divided into three main parts. First, it is composed by the early studies where researchers investigated error correction. The second part deals with recent investigations where effectiveness and perceptions of corrective feedback are the main concern. Finally, it focuses on the uptake following teacher's corrective feedback in the classroom.

### **2.5.1. Early investigation on corrective feedback**

There have been many studies regarding corrective feedback, error correction or error treatment (Lyster and Ranta, 1997; El Tatawy, 2002 and Lyster, Saito & Sato, 2013) . In the late 1960s, linguists realized that errors were a natural part of the learning process because it provided insights to the teacher of what he needed to reinforce with his students (Corder, 1976). For that reason, many people believed that students can learn from their errors and therefore, researchers began to investigate more about this topic. The most common studies regarding corrective feedback are teacher centered since the first investigations on the topic aimed to identify the type of corrective feedback they used in their lessons (Fanselow, 1977; Chaudron, 1977), which means that investigators focused on the way teachers corrected student's errors and the decisions they made in the classroom (Lyster and Ranta, 1997; Panova and Lyster, 2002). In addition, it is important to mention that several of the studies presented were conducted in both EFL and ESL environments since the first studies on the field were investigated with learners who were immerse in the target language culture.

One of the first researchers to investigate corrective feedback was Fanselow (1977), who wanted to describe how oral errors were treated by teachers and which errors should be corrected in their classes. The study was conducted with eleven experienced ESL teachers who were provided with the same material and lesson plan and were requested to teach that lesson to one of their classes. Fanselow found out 16 different types of treatment of error and the frequency of their use. Two of the treatments did not provide much insights about the error committed since the teacher did not make any comments about the error or pretended that the student's utterances were correct. Moreover, there were some treatments that showed more responses from the teacher. For instance, teachers repeated the questions they asked in order to receive a different answer from the learner, they used gestures and phrases like "uh-uh" to state that the utterances were not correct, they repeated the answer of the learner with a different intonation or they gave the correct answer to the student. In terms of type of errors that were treated in this research, Fanselow (1977) stated that the errors that were commonly corrected were content errors, word (or vocabulary) errors. In terms of grammatical errors he stated that teachers were less concerned about form and more focused on correcting meaning.

In addition, Chaudron (1977), conducted a research where he investigated the treatment of error with teachers of 8th and 9th grade. His main objectives were to make a list of the possible treatments that teachers can use in the classroom and to find out the most effective treatments when learning another language. After collected the data, he enumerated several types of corrective feedback strategies such as ignore, acceptance, attention, negation, provide, repetition with no change, repetition with no change and emphasis, repetition with change, repetition with change and emphasis, explanation, repeat,

loop, prompt , clue, original question, altered questions, questions, transfer, acceptance and verification. The results of the investigation revealed that the most common treatment (or feedback) types were the different types of “repetition”, especially repetition with change (also known as Recast), which was frequently used by teachers. However, in terms of learners’ performance after the treatment of error is provided, repetition with change did not resulted into many repairs.

Another study conducted by Allwright and Bailey (1991) investigated corrective feedback and error treatment frameworks and models proposed by some researchers (Fanselow, 1977; Long 1977). They determined that one of the complexities of giving feedback was “the decisions teachers must make in order to treat learners’ errors appropriately” (p.100). They also stated that when you give corrective feedback, self-correction can occur in the classroom. However, the teacher has to provide enough time and opportunities to the learners for them to develop that ability. In addition, Allwright and Bailey (1991) concluded that teachers have “a wide variety of techniques available for the treatment of errors, but they do not typically make full use of the repertoire of behaviors from which they might choose in providing feedback” (p.100), which means that teachers do not use all the tools they have available and leads to the assumption that teachers need to be trained better in the area of education.

### **2.5.2. Recent studies on corrective feedback**

Some of the latest research focused on the types of CF that are most effective in language teaching, as well as the benefits or disadvantages of using CF in the classroom. Other studies have investigated the perceptions of both teachers and students regarding corrective feedback, which will be introduced in this section.

The observational study conducted by Kim and Mathes (2001) explored the usefulness of recast and explicit feedback. They conducted a research with ESL students from Michigan State University. The objective of the study was to determine which strategy was more successful for the students. The results showed that both recast and explicit correction were equally beneficial, but they highlight the importance of giving constant feedback to the students in order to improve language learning.

In addition, Zhao (2009) conducted a research on corrective feedback where she recorded and observed 26 lessons (15.2 hours) of classroom interaction of two EFL teachers. Her main objective was to understand the role on CF in the classroom. The study revealed that 288 errors were identified, but only 210 were corrected using CF strategies. She established that the most common CF strategy was recast (59%), which was used 124 times by teachers. Followed by repetition (13.3%) and explicit correction (8%), that were used 28 and 17 times respectively. As for the results of CF that led to learner uptake 53% of them were repaired, 9% needed to be repaired and 38% did not receive any response from the learner. Those results illustrated that students were able to correct their errors after prompts and that negotiation of form or meaning will benefit the learning of a foreign language.

While the studies mentioned above (Kim and Mathes, 2001; Zhao, 2009) were conducted through an observational study on corrective feedback, experimental studies have also been conducted in the field. In 1998, Doughty and Varela investigated the usefulness of recast in two different classes; one class, which was the experimental group, received CF in the form of recast; and the other class, which was the control group, did not receive corrective feedback. In order to identify the usefulness of recast, pre-test, post-test and delayed post-test tasks were used in the research. The results indicated that students in the experimental group performed better in the tests than the control group, which means that constant exposure to corrective feedback improved both accuracy and use of the targeted form of the language.

Additionally, Darabad (2014) conducted a quasi-experimental research to compare the efficacy of recast and prompts on student's pronunciation. The participant of this investigation were three groups of high school students of EFL. The first group received only corrective feedback in form of recast, the second group was exposed to prompts and the last group was the control group, which did not receive neither recast nor prompts. The investigator implemented pre-tests and post-tests to compare the performance of each group after four treatment sessions. The results revealed that the recast group had more improvements in terms of pronunciation than the prompt group and the control group.

Previous research (Doughty and Varela, 1998; Kim and Mathes, 2001) focused on the usefulness of CF strategies implemented in the classroom and aimed to determine if the CF strategies implemented benefits students or not. However, it is also important to know the perceptions of teachers and students about the use of CF strategies in the classroom.

One of the studies about perceptions on CF was conducted by Ancker (2000), who

implemented a survey where students, teachers and trainee teachers from different countries had to give reasons on why errors need or do not need to be corrected by the teacher. The results revealed that 76% of the students believed that errors need to be corrected on every occasion. On the other hand, 25% of the teachers and 36% of trainee teachers believed that students' errors should not be corrected all the time because it prevents students to communicate freely in the classroom.

Another research regarding perceptions on CF was conducted by Tomczyk (2013), who compared both teachers' and students' insights of oral errors and CF as a crucial part of the acquisition of a foreign language. The researcher studied 43 teachers and 250 ESL learners, who answered a questionnaire about their perceptions on CF. The data analyzed revealed that any oral communication activity in the classroom is an opportunity for students to commit errors since they will be corrected and that will prevent them for committing wrong utterances in the future. Tomczyk (2013) also found that corrective feedback is very important in language learning and both teachers and students stated that pronunciation and grammar are the most important errors that need to be corrected. The findings also showed that the best option for students on CF "is not only indicating that a student has committed an error, but also reintroducing rules or a definition for the wrongly used item" (p.930), which means that the teacher has to give a thorough explanation about the error and not only state that the utterances are incorrect or to give the correct answer.

The studies mentioned above (Tomczyk, 2013; Darabad 2014) have focused on perception and effectiveness of some CF strategies. Nevertheless, the following research will focus on types of errors and CF strategies. In 2011, Gitsaki and Althobaiti investigated the effectiveness of corrective feedback (i.e. uptake) and the types of errors that are

corrected with CF strategies. They observed two different groups (group A and B) of students for four hours and they found out 62 CF moves. The type of feedback that had the highest rate of use was explicit correction (29%), followed by clarification request (21%), metalinguistic clues (21%) and recast (16%). There were certain corrective feedback strategies that were not very used among teachers, which is the case of elicitation (5%), modelling (5%) and repetition (5%). In terms of learner uptake, most errors were corrected. The most effective corrective feedback strategy was repetition and metalinguistic clues, which had 100% of successful uptake. Followed by explicit correction (83%), recast (70%) and clarification request (54%). However, there were some strategies that did achieve successful uptake, which is the case of modelling (33%) and elicitation (33%).

**Table 2.** Feedback Type Per Error Category in Class A and Class B

| <b>Error Categories →</b> | <b>Phonological</b> |             | <b>Grammatical</b> |             | <b>Lexical</b> |             | <b>L1 Use</b> |             |
|---------------------------|---------------------|-------------|--------------------|-------------|----------------|-------------|---------------|-------------|
| <b>Feedback type ↓</b>    | <b>F</b>            | <b>%</b>    | <b>F</b>           | <b>%</b>    | <b>F</b>       | <b>%</b>    | <b>F</b>      | <b>%</b>    |
| Explicit Correction       | 9                   | 35%         | 5                  | 28%         | 4              | 29%         | 0             | 0%          |
| Recast                    | 3                   | 12%         | 3                  | 17%         | 4              | 29%         | 0             | 0%          |
| Repetition                | 0                   | 0%          | 2                  | 11%         | 0              | 0%          | 0             | 0%          |
| Clarification Request     | 6                   | 23%         | 2                  | 11%         | 1              | 7%          | 4             | 100%        |
| Metalinguistic Clues      | 5                   | 19%         | 5                  | 28%         | 3              | 21%         | 0             | 0%          |
| Elicitation               | 1                   | 4%          | 1                  | 6%          | 1              | 7%          | 0             | 0%          |
| Modelling                 | 2                   | 8%          | 0                  | 0%          | 1              | 7%          | 0             | 0%          |
| <b>Total</b>              | <b>26</b>           | <b>100%</b> | <b>18</b>          | <b>100%</b> | <b>14</b>      | <b>100%</b> | <b>4</b>      | <b>100%</b> |

In terms of errors, the investigation revealed that 42% were phonological errors, followed by grammatical errors (29%), lexical errors (23%) and use of the L1 (6%). As it is



illustrated in Table 2, most errors were corrected through explicit correction, recast and metalinguistic clues.

### **2.5.3. Empirical studies on uptake**

For several years, the study of corrective feedback has focused on the teachers' actions in the classroom, specifically on the way they give corrective feedback to their students, but lately, the focus on the investigation has been turned in the direction of learners. This section concentrates on the studies related to the results and benefits of corrective feedback and the learners' uptake in the language lessons.

Lyster and Mori (2006) investigated the effects of CF moves on learner uptake. They observed lessons at elementary-school level in two different contexts: French and Japanese immersion for English-speaking children. The results showed that uptake moves were more numerous in situations where the teacher prompted a response from students, such as elicitation.

As it was stated in the previous study (Lyster and Mori, 2006), uptake was more common when teachers prompted a response for students. A research conducted by Lyster (2001) revealed similar results. In his investigation, he wanted to discover the effects of CF by examining learners' uptake. He audio-recorded 27 lessons of four different classrooms at an elementary level. The results indicated that 558 CF moves were given. However, only 33% of the moves followed learners' repair. Moreover, he discovered that the majority of the repairs were prompted by the teacher in form of repetition, which refers to the student repeating the correction of the teacher.

A similar study about the connection between CF and learner uptake was done by Tsang (2004). He wanted to discover the types of corrective feedback that led to learner repair. He recorded 18 lessons that were transcribed and carefully examined and he established that the most common corrective feedback type was recast, which was used 84 times (48%), followed by explicit correction and repetition that were used 24 times each (14%). As for the results of CF that led to learner uptake, elicitation and repetition had the highest rates (50% each), in contrast with recast and explicit correction, which did not receive any repairs from students. The results illustrated that the type of CF that the teacher provided did not followed uptake from students.

In 1997, Lyster and Ranta conducted a research on corrective feedback and learner uptake. They recorded 100 hours of six different classes of fourth and sixth graders. Nevertheless, they only used 18.3 hours of the recordings for this investigation. In their study, they found that 686 feedback moves were identified, but only 55% led to learner uptake and only 27% of those moves resulted in learner repair.

**Table 3.** Uptake moves following corrective feedback types (in Lyster & Ranta 1997, p.54)

|                                  | Repair   | Needs Repair | No Uptake |
|----------------------------------|----------|--------------|-----------|
| Recast (N = 375)                 | 66 (18%) | 49 (13%)     | 260 (69%) |
| Elicitation (N = 94)             | 43 (46%) | 51 (54%)     | 0         |
| Clarification request (N= 73)    | 20 (28%) | 44 (60%)     | 9 (12%)   |
| Metalinguistic feedback (N = 58) | 26 (45%) | 24 (41%)     | 8 (14%)   |
| Explicit correction (N = 50)     | 18 (36%) | 7 (14%)      | 25 (50%)  |
| Repetition (N = 36)              | 11 (31%) | 17 (47%)     | 8 (22%)   |

As it is illustrated in Table 3, the least likely corrective feedback that led to learner uptake was recast, with 31% in both Repair and Needs Repair section. On the other hand, Lyster and Ranta found that the most effective feedback type that followed uptake was elicitation, which has a 100% of successful rate in both Repair and Needs Repair section.

A similar study was conducted regarding corrective feedback uptake. Panova and Lyster (2002) recorded 10 hours of ESL lessons in an adult educational center in Quebec, Canada. The aim of their study was to observe how different types of CF moves influenced learner uptake. They found similar results than Lyster and Ranta's investigation in 1997. The study showed that 412 corrective feedback were given in the lessons and uptake was clearly observable in 192 (47%) cases. However, only 65 (16%) of the corrective feedback moves led to a successful uptake repair.

**Table 4.** Uptake and repair moves following different types of feedback. (in Panova & Lyster 2002, p.587)

|                              | Uptake moves |                    | Repair moves |                    |
|------------------------------|--------------|--------------------|--------------|--------------------|
|                              | N            | % of feedback type | N            | % of feedback type |
| Recast (N=226)               | 90           | 40                 | 29           | 13                 |
| Translation (N=91)           | 19           | 21                 | 4            | 4                  |
| Clarification Request (N=44) | 44           | 100                | 10           | 23                 |
| Metalinguistic FB (N=21)     | 15           | 71                 | 6            | 29                 |
| Elicitation (N=15)           | 15           | 100                | 11           | 73                 |
| Explicit correction (N=9)    | 3            | 33                 | 0            | -                  |
| Repetition (N=6)             | 6            | 100                | 5            | 83                 |

As it is indicated in Table 4, the most successful corrective feedback moves that followed uptake were clarification request, elicitation, and repetition, where corrective feedback led to an uptake move in every occasion (100% of response rate). On the other hand, the lowest rates of response were recast (40%) and explicit correction (33%).

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. RESEARCH METHOD**

This project has a quantitative method design since it focuses on the collection of numerical data. In this case, the collection of times in which the teacher gives feedback to their students, which will be placed into categories of a taxonomy. In addition, the number of students' response to feedback will be also collected into numerical data.

#### **3.2. TYPE OF STUDY**

This research will be a descriptive study, since it is focused on describing events and how they are manifested because the researcher will listen to a recorded lessons and will register how the teacher is correcting students' errors in the classroom. Also, this study will be non-experimental since the researcher will observe the lessons without intervening in the class. Finally, the research will be a cross-sectional study, which involves the analysis of data collected from a population at one specific time (Collado, Sampieri & Lucio, 1998).

#### **3.3. RESEARCH SAMPLE**

This descriptive study has as a sample a corpus of five teachers who audio recorded two lessons of 90 minutes, which generated 15 hours of audio-recordings in 10 different classes of 5<sup>th</sup> to 8<sup>th</sup> grade.

The criteria that was used to select the teachers were they willingness and availability to participate in this research, as well as their experience and academic studies, which indicates that is a convenience sample.

The teachers who participated in the investigation have been working for more than five years in public schools in Concepción, where they have been teaching students from pre-school and middle school. All of them possess a FCE certification that validates their level of English. In addition, four teachers were enrolled in a master degree in TESOL and one of them was enrolled on a continuing education programs in English.

In Chile, teachers who work with 5<sup>th</sup> to 8<sup>th</sup> grade students from public schools have three hours of English per week and use the materials that the ministry of education provides. For instance, In 5<sup>th</sup> and 6<sup>th</sup> grade they use the book English Village and in 7<sup>th</sup> and 8<sup>th</sup> grade they use a book called Travellers.

### **3.4. RESEARCH QUESTIONS**

- 1.- What type the corrective feedback strategies do Chilean teachers use in their classrooms?
- 2.- What type of errors do Chilean teachers correct in their classrooms?
- 3.- What type of corrective feedback strategies are more effective with Chilean students?

#### **3.4.1. Objective of the study.**

The objective of this study is to comprehend Chilean teachers' use of Corrective Feedback Strategies and their efficacy in students' performance.

**3.4.1.1. Specific objectives.**

- 1.- To determine the corrective feedback strategies that Chilean teachers use in their classrooms.
- 2.- To detect the type of errors Chilean teachers correct in the classroom.
- 3.- To identify which are the most effective feedback strategies implemented by Chilean teachers in the classroom.

**3.5. DATA COLLECTION TECHNIQUE**

In order to collect the corpus, 10 classes of 90 minutes in an EFL context were recorded, which provides a total of 15 hours of audio-recorded lessons.

**3.5.1. EXCLUSION CRITERIA**

There were some recordings that were not included in the research for the following reasons:

- 1.- The audio was not clear, therefore, it was difficult to understand both teachers and students.
- 2.- Only one lesson was audio-recorded instead of two, which affects the validity of the research.
- 3.- The audio-recordings did not last 90 minutes, instead, teachers recorded lessons of 45 minutes.

### **3.6. RESEARCH REQUIREMENTS.**

In order to carry out this research, it was necessary to have some resources to collect the data. First, it was required a minimum of five teachers who have had the availability and willingness to be recorded during two of their lessons. Also, a digital voice recorder to record the audios.

#### **3.6.1. Delimitations**

This study was conducted during the second semester of the year 2015 in a period of five months. This investigation took place in the 8<sup>th</sup> region of Chile, specifically in the commune of Concepción. The research was conducted in public schools, specifically in classes of 6<sup>th</sup> to 8<sup>th</sup> grade.

#### **3.6.2. Limitations of the study**

One of the limitations that might be encountered during the investigation is that teachers may not want to be audio-recorded during the lessons or might record only one of the two lessons that are required for the investigation. That could affect validity because the sample will be reduced. Also, we might find teachers who speak only in Spanish, so the activity and the class itself will not serve as a sample for this investigation.

#### **3.6.3 Ethical concerns**

In order to conduct this investigation, five teachers participated in the research, which were asked to sign a consent form to give the investigator permission to use the information collected from their classes for educational purposes. (see appendix A)



### 3.7. INSTRUMENTS

The instrument that will be used to identify the type of corrective feedback strategies that Chilean teachers use in their classrooms in this investigation is Lyster and Ranta's taxonomy, which was developed in 1997 through an observational study on types of corrective feedback used in the classroom. This taxonomy will be used as a rubric in order to place every feedback given by the teachers into one of these categories. However, a new type of CF will be included, which is "translation", a term introduced by Panova and Lyster in 2002. This term was included due to a lack of use of English in Chilean classrooms (Seebach, 2014).

**Table 5.** Distribution of feedback types adapted from Lyster and Ranta (1997) and Panova and Lyster (2002).

|                                    | T1 | T2 | T3 | T4 | T5 | TOTAL |
|------------------------------------|----|----|----|----|----|-------|
| Recast ( $n=x$ )                   |    |    |    |    |    |       |
| Elicitation ( $n= x$ )             |    |    |    |    |    |       |
| Clarification request ( $n= x$ )   |    |    |    |    |    |       |
| Metalinguistic feedback ( $n= x$ ) |    |    |    |    |    |       |
| Explicit correction ( $n= x$ )     |    |    |    |    |    |       |
| Repetition ( $n= x$ )              |    |    |    |    |    |       |
| Translation ( $n= x$ )             |    |    |    |    |    |       |

As it is illustrated in Table 5, each type of corrective feedback will be placed into the different dimensions: recast, elicitation, clarification request, metalinguistic feedback, explicit correction, repetition, and translation, which are the different types of feedback that

teachers give during their lessons. Next to them, there will be the total number of feedback that were given during the 10 lessons of 90 minutes, that are represented with a  $(n = x)$ . The  $n$  stands for the word Number, and the  $x$  refers to the total number of feedback moves during the lessons. The levels that are going to be used are T1, T2, T3, T4, and T5, which represent the different teachers that were recorded for this investigation. Additionally, the chart will include the total number for each type of feedback.

In addition, to detect the type of errors Chilean teachers correct in the classroom, another rubric will be used. In this case, the main focus will be the linguistic category, which is divided into grammar, pronunciation, and vocabulary errors. Each error type has the total number of errors corrected among the 10 lessons recorded which are represented by  $(n=x)$ , where  $n$  stands for Number and the  $x$  that represents the total of errors corrected during this investigation.

**Table 6.** Type of errors corrected by teachers using CF strategies.

|                                | T1 | T2 | T3 | T4 | T5 | TOTAL |
|--------------------------------|----|----|----|----|----|-------|
| Grammar errors $(n = x)$       |    |    |    |    |    |       |
| Vocabulary errors $(n = x)$    |    |    |    |    |    |       |
| Pronunciation errors $(n = x)$ |    |    |    |    |    |       |

The levels that are going to be used are for this rubric are T1, T2, T3, T4 and T5, which represent the different teachers that gave corrective feedback during the lessons recorded. Also, a new level was added that represents the total number of each category of error type.

In order to identify the type of corrective feedback strategies that are more effective with Chilean students, another rubric will be used, which was also developed by Lyster and Ranta's observational study in 1997. In addition, this rubric was also modified since a new type of CF was included, which is "translation", the term introduced by Panova and Lyster in 2002.

**Table 7.** Uptake following teachers feedback adapted from Lyster and Ranta (1997) and Panova and Lyster (2002).

|                                   | Repair | Needs Repair | No Uptake |
|-----------------------------------|--------|--------------|-----------|
| Recast ( $n=x$ )                  |        |              |           |
| Elicitation ( $n=x$ )             |        |              |           |
| Clarification request ( $n=x$ )   |        |              |           |
| Metalinguistic feedback ( $n=x$ ) |        |              |           |
| Explicit correction ( $n=x$ )     |        |              |           |
| Repetition ( $n=x$ )              |        |              |           |
| Translation ( $n=x$ )             |        |              |           |
| TOTAL                             |        |              |           |

The levels that are going to be used are: repair, needs repair and no uptake, which are going to identify if the type of feedback given to the student was successful enough to repair their deviants.

The dimensions of the rubric are composed by the different types of feedback identified on Lyster and Ranta's study. Each CF strategy has the total number of feedback moves that were given in the 10 lessons that were recorded, which are represented by  $(n=x)$ , where  $n$  stands for Number and the  $x$  that represents the total of corrections given among all the feedback types. In addition, a new dimension was included in the chart where each uptake following teacher's feedback will have the total number of repairs, need repairs or uptake among the seven types of feedback strategies.

### 3.8. PROCEDURE

The procedure of this investigation was divided into three stages:

**Table 8.** Research procedure.

|         |                                     |             |
|---------|-------------------------------------|-------------|
| Stage 1 | Recording of the lessons            | 3 - 4 weeks |
| Stage 2 | Application of the rubric/ taxonomy | 1- 2 weeks  |
| Stage 3 | Analysis of the data collected      | 1 – 2 weeks |

Table 8 illustrates the stages of the procedure of this investigation and the number of weeks that require fulfilling it.

1) Recording of the lessons: This process consisted on the collection of the data, where five teachers of Concepción audio-recorded two of their lessons with students from 6<sup>th</sup> to 8<sup>th</sup> grade who attend to public schools.

2) Application of the rubric/taxonomy: In order to collect the data from the recordings two taxonomies created by Lyster and Ranta (1997) and adapted by Panova and Lyster (2002) were used.

3) Analysis of the data collected: The analysis has as a final goal to demonstrate the type of feedback that teachers use in their classes and their affectivity with Chilean students. Also, to discover the types of errors that teachers are more likely to correct.

## **CHAPTER IV**

### **ANALYSIS OF THE DATA**

This chapter will report the results concerning teacher corrective feedback, learner uptake, and type of errors. The chapter is divided into three parts that correspond to the different research questions that were formulated for this study. Firstly, different types of feedback used in the Chilean context are going to be described under quantitative results. Secondly, the results on the types of errors that teachers correct in the classroom will be examined with the results obtained. Finally, the connection between the different types of corrective feedback strategies and their efficacy of learner uptake will be analyzed quantitatively with the numerical data collected in order to respond to the research questions that this investigation has.

#### **4.1. RESEARCH QUESTION 1**

**What type of corrective feedback strategies do Chilean teachers use in their classrooms?**

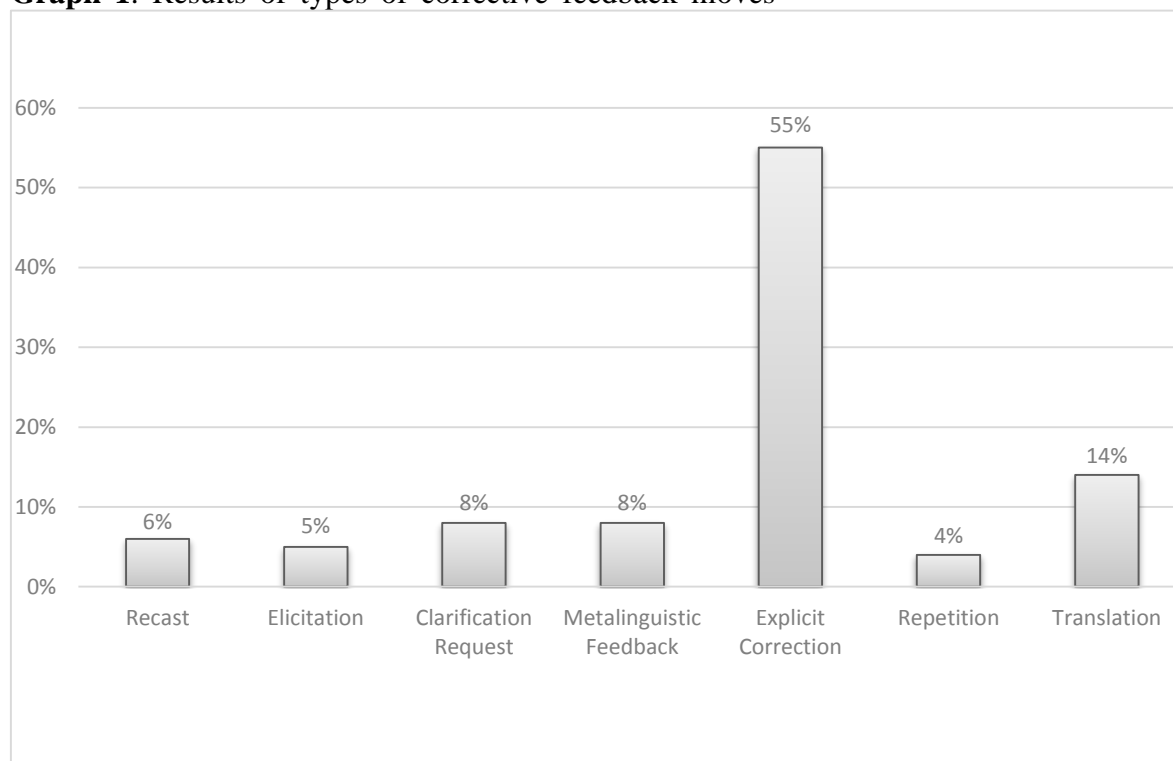
This question aims to discover the types of corrective feedback that are most commonly used by English teachers in Concepción, Chile. For this question, seven types of corrective feedback strategies were chosen to conduct this investigation, which are shown in Table 9.

**Table 9.** Results of Corrective feedback moves.

| Type of Corrective Feedback | Total of Corrective Feedback Moves |
|-----------------------------|------------------------------------|
| Recast                      | 7                                  |
| Elicitation                 | 6                                  |
| Clarification Request       | 10                                 |
| Metalinguistic Feedback     | 9                                  |
| Explicit Correction         | 65                                 |
| Repetition                  | 5                                  |
| Translation                 | 16                                 |
|                             | 118                                |

Table 9 shows the total number of corrective feedback moves which were identified in the lessons that teachers audio-recorded. The results showed that 118 feedback moves were given among teachers in the 15 hours of the data collected. As it is possible to notice, the majority of the feedback moves were identified as Explicit correction since teachers provided this type of feedback 65 times, which comprises the 55% of the CF moves (see Graph 1). Moreover, the second corrective feedback strategy that has the majority of the uses is Translation (14%). Followed by Clarification request (8%), and Metalinguistic feedback (8%)

**Graph 1.** Results of types of corrective feedback moves



On the other hand, there were some corrective feedback strategies that were not very used among teachers and only a few feedback moves were provided. For instance, Repetition was only used in four opportunities, which comprises a 4% of the total number of the feedback provided in this investigation. In addition, Elicitation (5%) and Recast (6%) also had a low rate of use since teachers only provided these types of feedback six and seven times respectively.



## 4.2. RESEARCH QUESTION 2

### What type of errors do Chilean teachers correct in their classrooms?

This question aims to determine the most common errors that teachers correct in their lessons. For this question, three main error categories were included, which focused on the lexical errors such as grammar errors, vocabulary errors and pronunciation errors. However, a new category was included since there was evidence of content errors (Chaudron, 1977) corrected by the teachers when the data was collected.

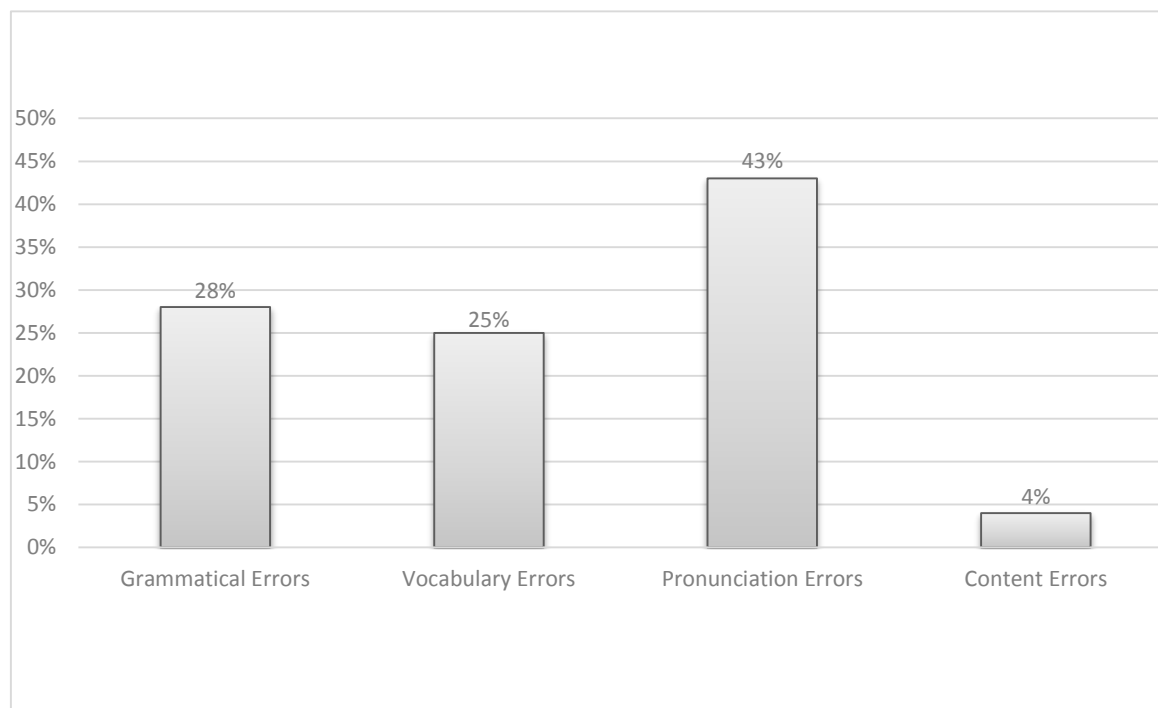
**Table 10.** Results of types of errors corrected by teachers

| Type of error        | Total |
|----------------------|-------|
| Grammatical Errors   | 33    |
| Vocabulary Errors    | 29    |
| Pronunciation Errors | 51    |
| Content errors       | 5     |
|                      | 118   |

As it is illustrated in table 10 the majority of the errors corrected using corrective feedback were Pronunciation errors since teachers used CF in 51 occasions to correct the pronunciation

of students, this result comprises the 43% of the total amount of errors types that were used in this investigation (see Graph 2).

**Graph 2.** Results of type of errors using corrective feedback strategies.



In addition, corrective feedback strategies were regularly used to correct grammatical errors (28%) since teachers corrected 33 utterances containing this type of error. In terms of Vocabulary (25%), there were 29 feedback moves identified in the 10 lessons that were audio-recorded. Finally, the last category that was identified was Content errors (4%). This type of error did not receive a great amount of corrective feedback since just five errors were corrected by the teachers, This means that teachers rarely pay attention to this type of wrong utterances.

Furthermore, since it is important to determine the types of errors that Chilean teachers corrected in their lesson, it is also important to mention the types of corrective

feedback that were used to correct every grammatical, pronunciation, vocabulary and content errors found in this investigation.

Table 11 illustrates the corrective feedback strategies that were used to correct the four categories of error types that were found in this investigation, which are going to be further analyzed.

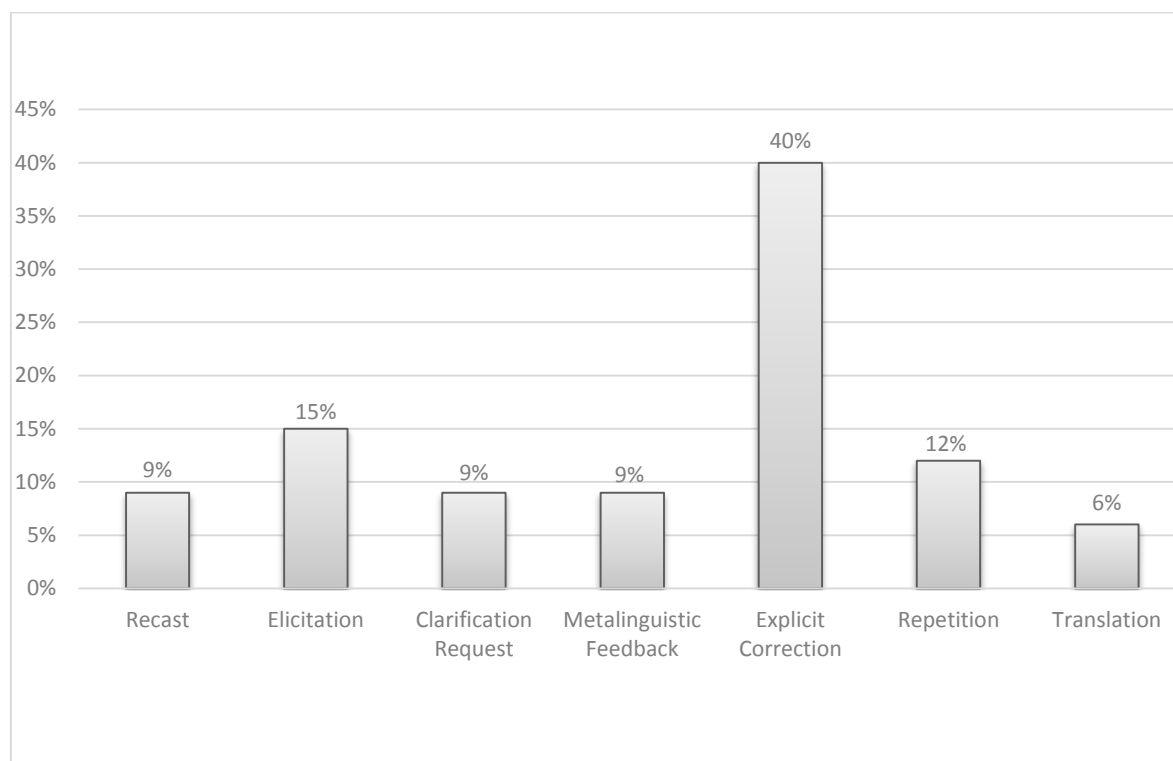
**Table 11.** Type of errors corrected and corrective feedback strategies.

| Type of Corrective Feedback | Grammatical Error | Vocabulary Error | Pronunciation Errors | Content Errors |
|-----------------------------|-------------------|------------------|----------------------|----------------|
| Recast                      | 3                 | 4                | 0                    | 0              |
| Elicitation                 | 5                 | 0                | 1                    | 0              |
| Clarification Request       | 3                 | 0                | 5                    | 2              |
| Metalinguistic Feedback     | 3                 | 1                | 5                    | 0              |
| Explicit Correction         | 13                | 46               | 4                    | 2              |
| Repetition                  | 4                 | 0                | 0                    | 1              |
| Translation                 | 2                 | 0                | 14                   | 0              |
|                             | 33                | 51               | 29                   | 5              |

First, we are going to focus on the grammatical errors that were corrected with CF strategies, which are composed by 33 feedback moves.

As it is illustrated in Graph 3, the grammatical corrections with the highest rate were done through Explicit correction (40%) which has the highest number of feedback moves provided by teachers. The second CF strategy with most corrections on the grammatical aspects is Elicitation (15%) followed by Repetition (12%).

**Graph 3.** Results of grammatical errors corrected using different CF strategies

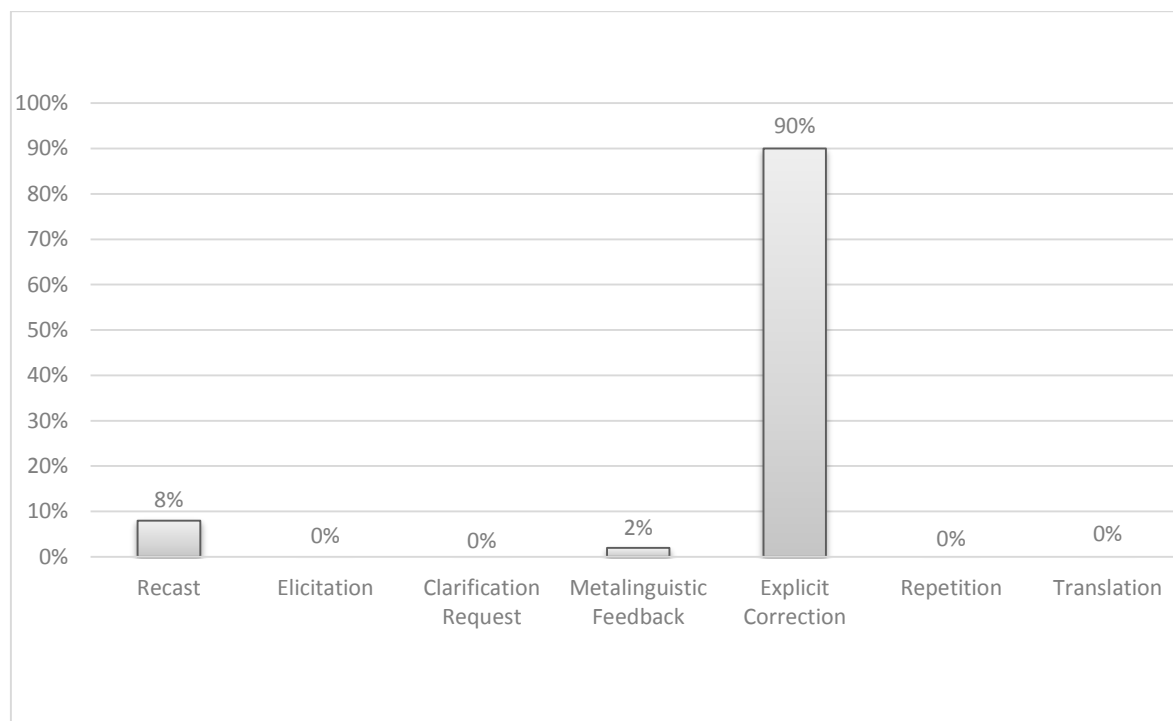


There are some strategies that were not very used by teachers to correct grammatical errors, for example, Recast (9%), Clarification request (9%), and Metalinguistic feedback (9%). However, the category that has the lowest percentage of feedback moves is

Translation (6%), which means that teachers do not provide this feedback very frequently in order to correct grammatical deviants of learners.

The next category that will be analyzed is related to pronunciation errors that were identified in this investigation. It is worth mentioning that 51 corrective feedback moves corresponded to the correction of pronunciation errors. These error types will be divided into the seven different strategies of corrective feedback that were chosen for this study (see graph 4).

**Graph 4.** Results of pronunciation errors corrected using different CF strategies

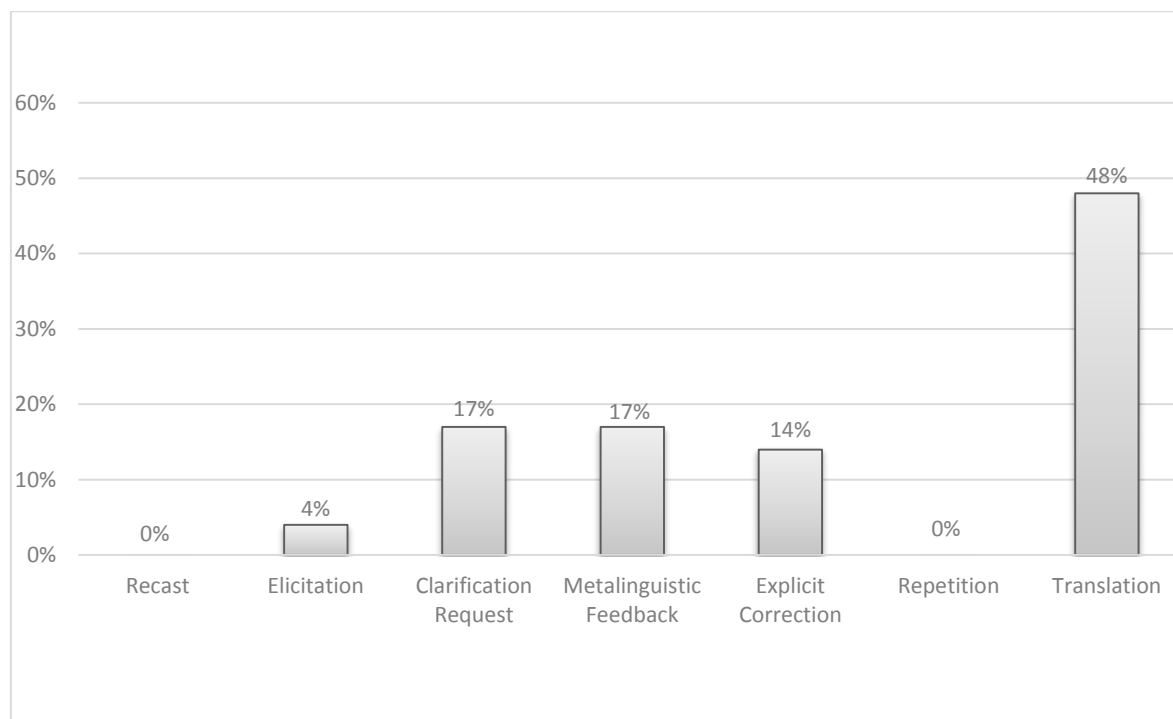


Graph 4 shows that teachers almost always correct pronunciation errors through Explicit correction (90%), which was the feedback with the highest use during the 10 lessons that were recorded. Also, there is little evidence that Chilean teachers use

Translation (14%) and Metalinguistic feedback (8%) as a technique to correct student's pronunciation. On the other hand, the results showed that there was no evidence of the use of some corrective feedback strategies, which is the case of Elicitation (0%), Clarification request (0%), Repetition (0%) and Translation (0%).

The following section corresponds to the vocabulary errors that were corrected using CF strategies. It is important to indicate that teachers provided corrective feedback in 29 different occasions during this research (see graph 5).

**Graph 5.** Results of vocabulary errors corrected using different CF strategies



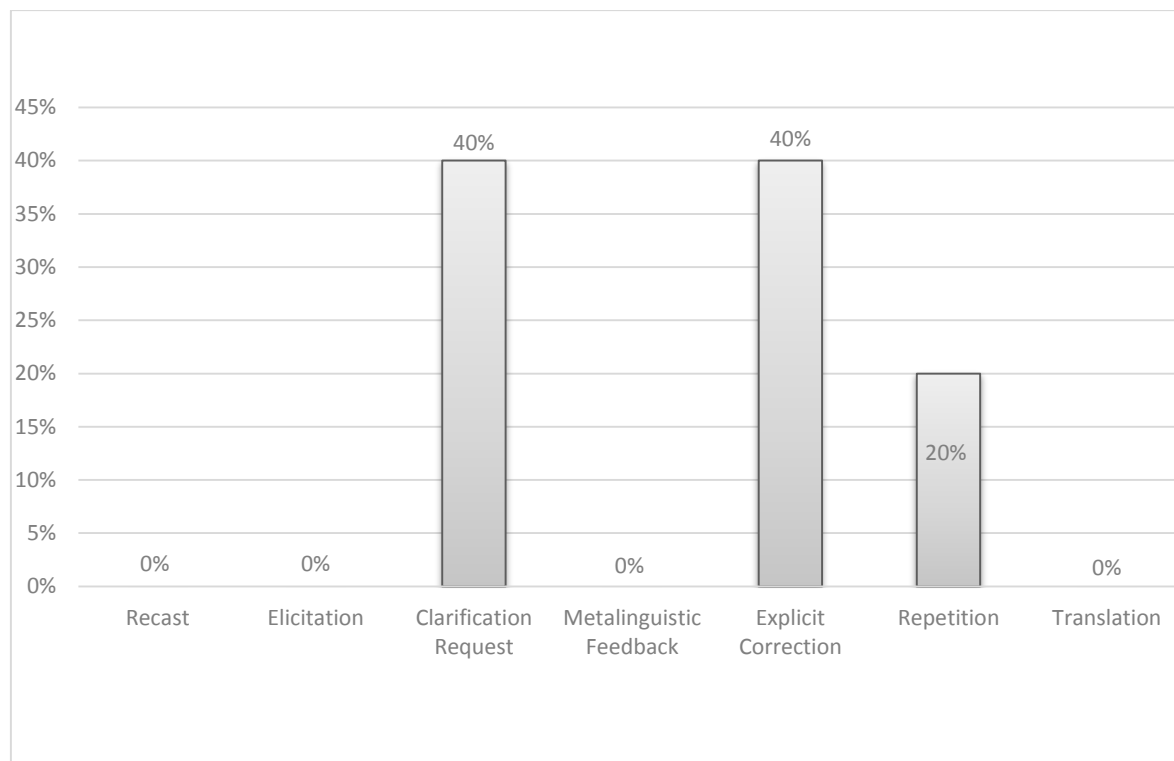
Graph 5 illustrates the results that were obtained in terms of vocabulary errors and corrective feedback strategies that were implemented in this study. It is important to mention that highest rate of vocabulary errors were corrected though Translation (48%). In addition, Clarification request (17%), Metalinguistic feedback (17%) and Explicit

correction were occasionally used to provide students with the correct utterances in terms of vocabulary. Moreover, there is one type of feedback that was hardly ever used to correct vocabulary errors, which is Elicitation (4%). This demonstrates that only a few feedback moves were provided with this specific CF strategy. There is also evidence that some corrective feedback strategies were not used at all since Recast (0%) and repetition (0%) did not make any feedback moves to correct vocabulary errors.

As a final error type, we can find the content errors that were identified in the study. It is worth mentioning that only five corrective feedback moves correspond to this category, which is the lowest result that were found in terms of error types since only 4% of all the corrective feedback used was to correct errors of content.

Graph 6 indicates that teachers correct content errors by using both Clarification request (40%) and Explicit correction (40%), which were the types of feedback that had the highest percentages of correction in terms of vocabulary errors. In addition, another type of feedback that was identified to correct vocabulary is Repetition (20%). It is important to mention that only three corrective feedback strategies were used to correct content errors since there were only five types of content errors that were found in this section. For that reason Recast (0%), Elicitation (0%), Metalinguistic feedback (0%) and Translation (0%) did not provide evidence of its use.

**Graph 6.** Results of content errors corrected using different CF strategies



### 4.3. RESEARCH QUESTION 3

**What type of corrective feedback strategies are more effective with Chilean students?**

This research question aims to determine the most effective corrective feedback strategy in the Chilean context. There are three categories that are going to be used in this section: Repair, Needs repair and No uptake, which will establish the efficacy of each feedback move. First, we will concentrate on the general results obtained in the audio-recordings. However, in order to answer the research question, we need to examine each corrective feedback strategy separately in order to determine its effectively.



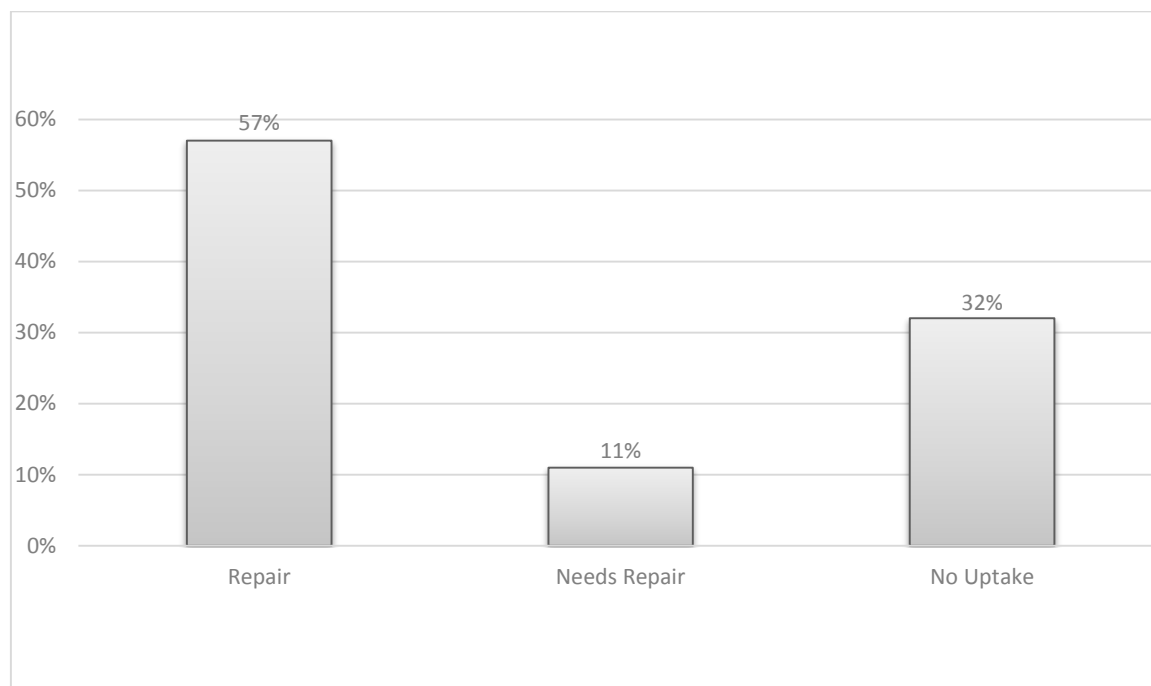
Table 12 shows the total results of corrective feedback followed by learner uptake. As it was mentioned before, 118 feedback moves were identified in the study, which were placed into each category according to learners' response after CF.

**Table 12.** Results of corrective feedback following learner uptake

| Type of Corrective Feedback | Repair | Needs Repair | No Uptake |
|-----------------------------|--------|--------------|-----------|
| Recast                      | 1      | 0            | 6         |
| Elicitation                 | 4      | 2            | 0         |
| Clarification Request       | 7      | 0            | 3         |
| Metalinguistic Feedback     | 8      | 0            | 1         |
| Explicit Correction         | 38     | 10           | 17        |
| Repetition                  | 5      | 0            | 0         |
| Translation                 | 4      | 1            | 11        |
|                             | 67     | 13           | 38        |

The study reveals that most of the corrective feedback provided in the classroom resulted in a repair (57%) from the learner's wrong utterances. Moreover, there is also evidence that some students attempted to correct they deviants since 11% of the corrective feedback given during the lessons resulted in Needs Repair.

**Graph 7.** Results on learner uptake.



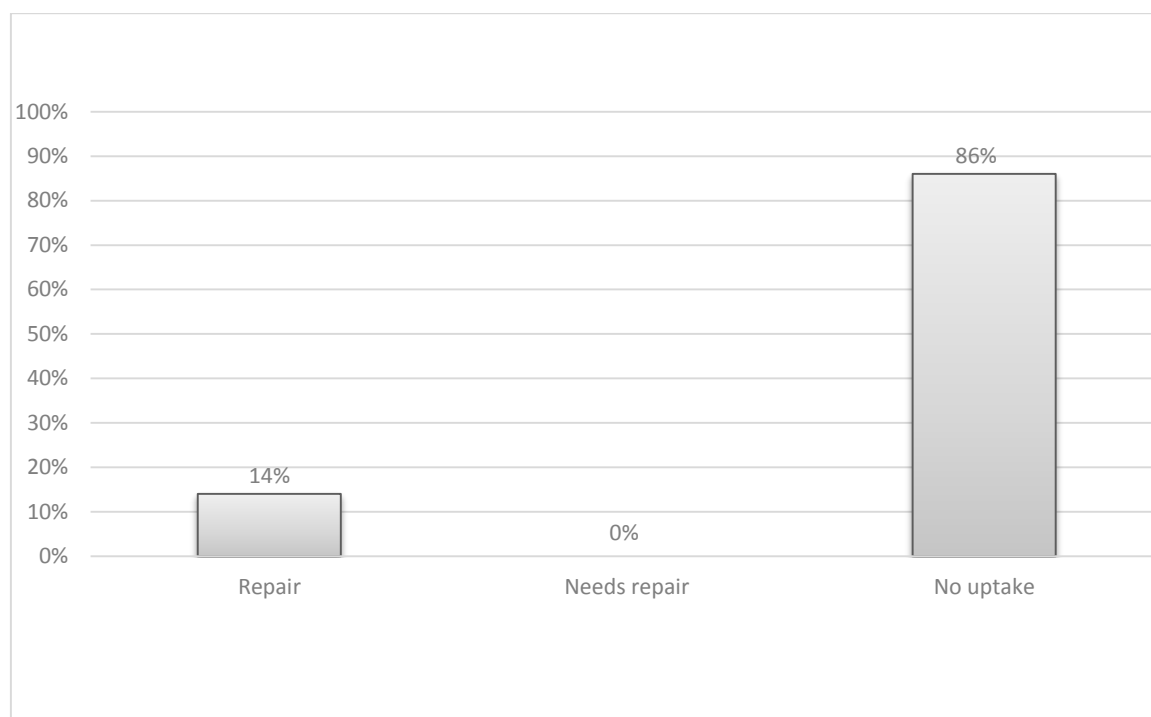
On the other hand, there are some corrective feedback strategies given by Chilean teachers that do not provide any response from the student. This study revealed that 32% of the feedback moves resulted in No Uptake, which means that learners did not repair, neither tried to repair their incorrect utterances.

In order to determine which feedback was more effective, the results will be broken down into seven categories that correspond to the different types of corrective feedback strategies that were used in this investigation. In addition, this will be divided into Repair, Needs repair and No uptake, which will help to clearly demonstrate the types of corrective feedback that are more effective with Chilean students.

#### 4.3.1. Recast

The first category that will be discussed are the results on Recast. It is important to mention that only a few moves were provided for this category since teachers only gave Recast as a corrective feedback in seven occasions.

**Graph 8.** Results on Recast as a corrective feedback strategy.

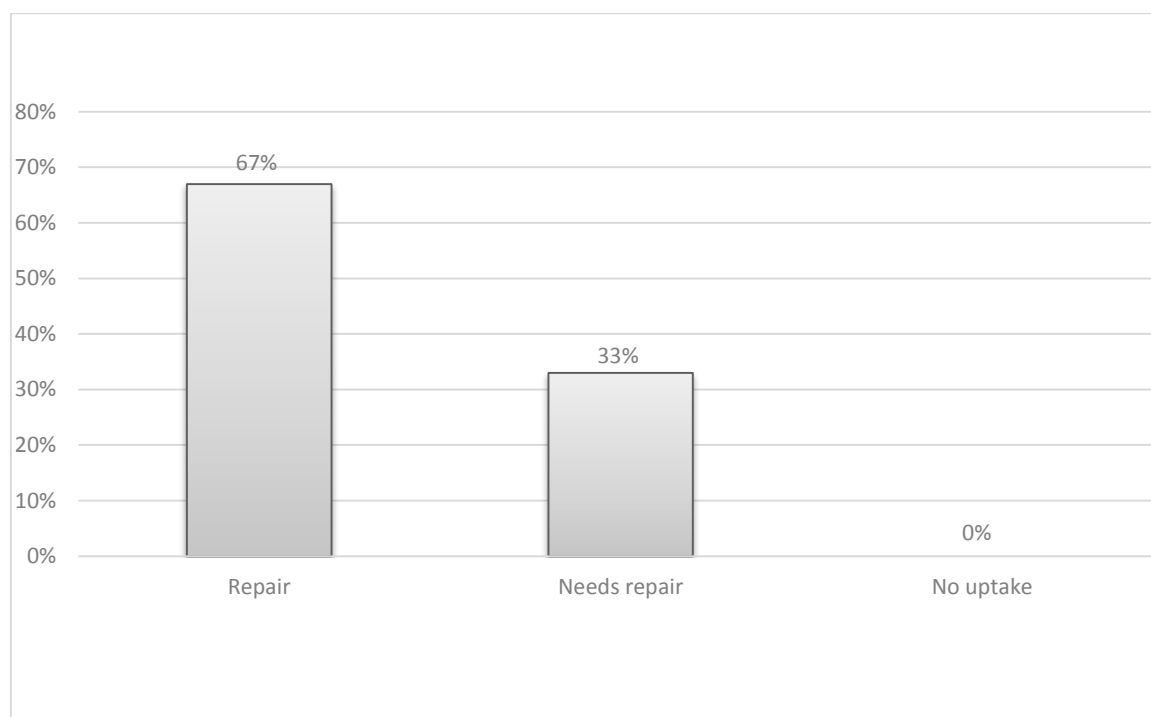


As it is illustrated in Graph 8 only 14% of the corrective feedback given resulted into a repair from the learner. Moreover, there was no evidence that learners failed into repair their utterances since there were no feedback moves placed into the “Needs repair” category. On the other hand, the highest percentage in this section corresponds to No uptake (86%), which means that students did not repair nor tried to repair their utterances.

#### 4.3.2. Elicitation

The next category that will be discussed correspond to the results on Elicitation. It is important to highlight that teachers did not provide much feedback regarding Elicitation since only six corrective feedback moves were provided for this category.

**Graph 9.** Results on Elicitation as a corrective feedback strategy.

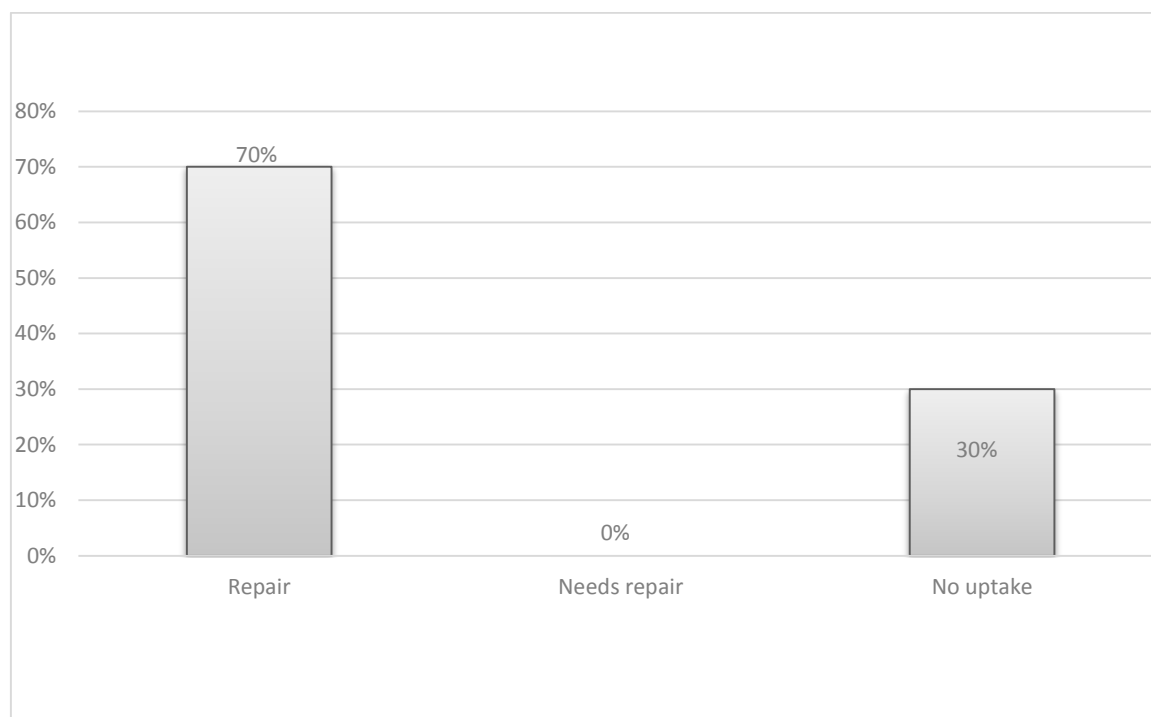


As it is illustrated in Graph 9, the highest percentage correspond to corrective feedback resulted in repair (67%). Moreover, there was evidence that learners attempted to repair their utterances since there were some feedback moves placed into the Needs repair (33%) category. This indicates that most learners either repair their utterances or tried to repair them when they were exposed to Elicitation.

### 4.3.3. Clarification request

Graph 10 illustrates the results on Clarification request that were gathered during this investigation. It is worth mentioning that only 10 feedback moves were placed under the clarification request category, which means that teachers provide this type of corrective feedback in 10 different occasions.

**Graph 10.** Results on Clarification request as a corrective feedback strategy.



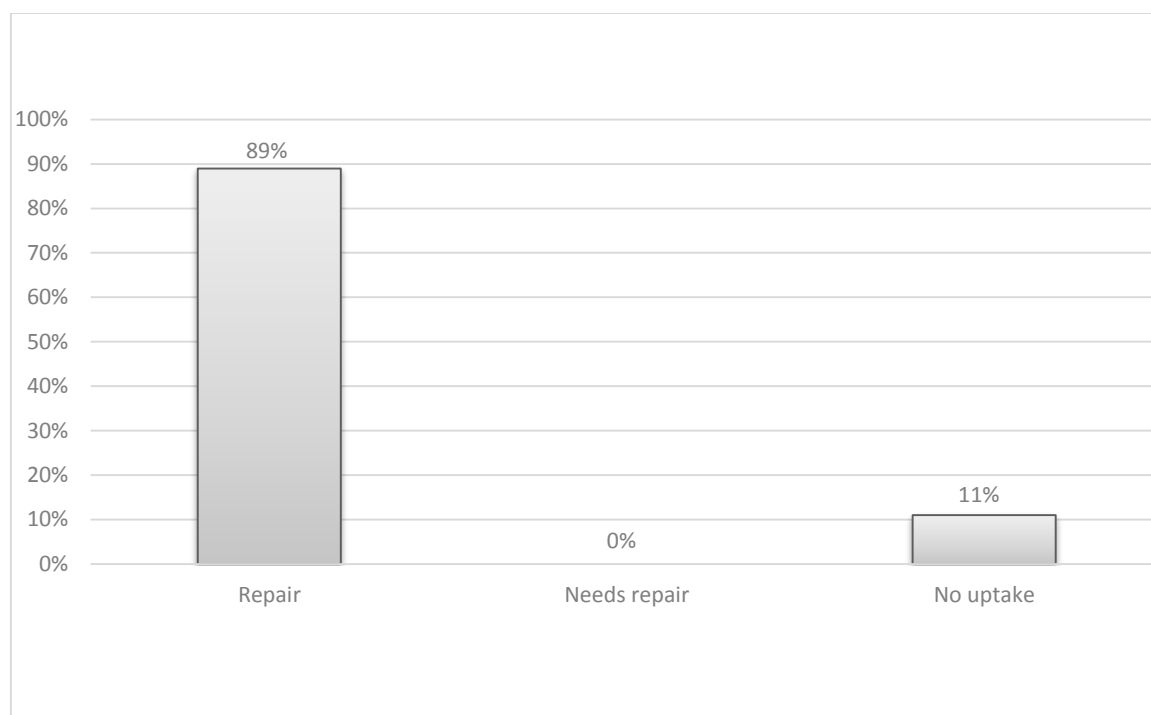
The results showed that the majority of the corrective feedback strategies that were provided as clarification request resulted in Repair (70%) from the student. Moreover, there was no evidence that learners failed into repair their utterances since there were no feedback moves placed into the Needs repair category. The last category corresponds to

“No uptake”, which demonstrates that 30% of the CF given did not provide any response from the learner.

### 4.3.4. Metalinguistic feedback

The following category, that will be examined are the results on Metalinguistic feedback. In this category nine type of corrective feedback moves were provided by teachers.

**Graph 11.** Results on Metalinguistic feedback as a corrective feedback strategy.



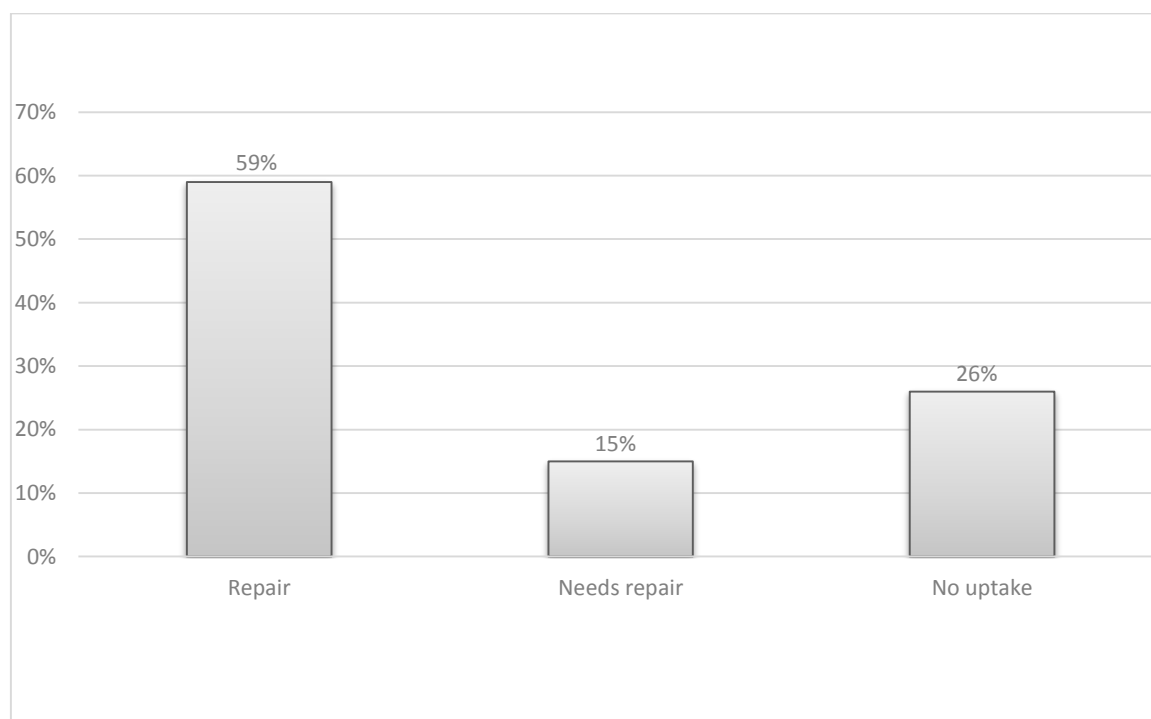
Graph 11 illustrates that the majority of the corrective feedback strategies that were provided as Metalinguistic feedback resulted in 89% of Repair from the learners. Moreover, there was no evidence that learners attempted to repair their utterances since there were no

feedback moves placed into the Needs repair category. In addition, a very small amount of feedback resulted into No uptake, which comprises the 11% of the CF given in this category.

### 4.3.5. Explicit correction

The next strategy that will be analyzed corresponds to Explicit correction, which is the corrective feedback strategy that had the highest amount of use in this investigation since 65 feedback moves were identified in this category.

**Graph 12.** Results on Explicit correction as a corrective feedback strategy



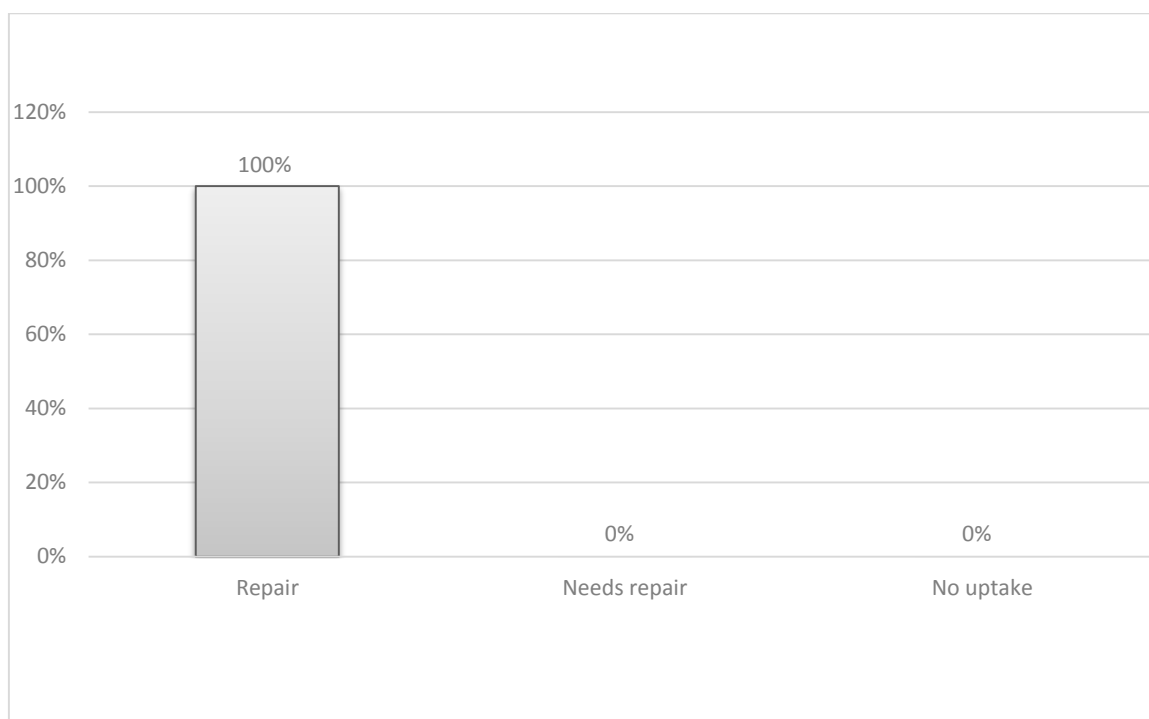
In graph 12 it is shown that the majority of the corrective feedback given as explicit correction resulted in the repair of the errors committed since 59% of the cases learners

corrected their utterances. In addition, students attempted to correct their utterances in a number of occasions since 15% of the cases demonstrated that student's statements needed repair.

### 4.3.6. Repetition

This section will demonstrate the results of providing corrective feedback as Repetition. For this section, only five moves were identified, which means that teachers only corrected student's wrong utterances in five different occasions.

**Graph 13.** Results on Repetition as a corrective feedback strategy.



This specific feedback move is very particular since there was no evidence of both “needs repair” category (0%) nor “no uptake” (0%). This reveals that all the feedback given

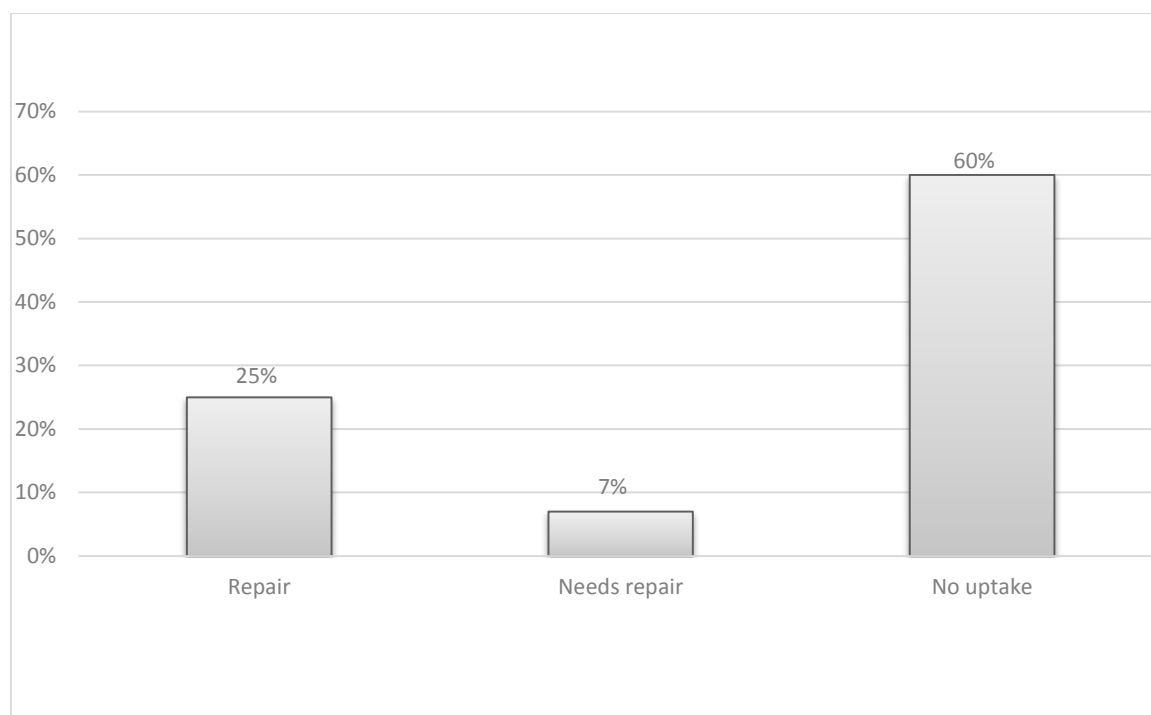


led to learner repair (100%), which proves to be an effective strategy since learners corrected all their deviants.

### 4.3.7. Translation

The following section reveals the results of Translation, which is the second strategy that obtained more results in terms of feedback moves since teachers provided repetition as a corrective feedback strategy in 16 different occasions.

**Graph 14.** Results on Translation as a corrective feedback strategy.



In graph 14 it is possible to see that the majority of the corrective feedback given as Translation resulted in No uptake (60%), which refers that students did not respond to the teacher's feedback. In addition, students attempted to correct their utterances in some

occasions since 7% of the cases demonstrated that student's statements needed repair and 25% of the corrective feedback given resulted in the repair of the learners' deviants.

### **4.4. DISCUSSION**

In this section, we will discuss the results found in the previous chapter and they will be analyzed with the literature that was reviewed in this investigation. First, it is important to mention that only 118 feedback moves were found in the 15 hours of classroom recording of this study, which was very little correction if we compare it with previous studies that were done in the field. For instance, In Lyster and Ranta's (1997) research, 686 feedback moves were identified in 18.3 hours of classroom recordings. Moreover, in Panova and Lyster's (2002) investigation they recorded 10 hours of lessons and they identified 412 corrective feedback moves. These studies clearly illustrates that Chilean teachers provide little feedback to the students. However, it has been mentioned before that the amount of corrective feedback changes from class to class, which means that some teachers may give little feedback in some classes, but they may give feedback in numerous occasions in other contexts (Loewen, 2003), which will explain the little amount of feedback given in this study.

#### **4.4.1 Corrective feedback strategies used in Chilean classrooms.**

The data that was collected during this investigation provided evidence that was very different from previous studies that have been done in the field (Lyster & Ranta, 1997; Panova & Lyster, 2002; Tsang, 2004) since most of the studies have revealed that Recast is the most common feedback type that teachers provide in the classroom. However, this

investigation shows that the most common corrective feedback used was Explicit correction (55%), which is very different to the results of previous studies (Panova & Lyster ; Tsang, 2004) where teachers preferred the use of recast. This may due to the fact that teachers interacted with young learners from public schools and it has been found that most English classes are not entirely taught in English, which directly affects the development of oral communication (Seebach, 2014). This means that the level of English of student's is low and Explicit correction will facilitate students' understanding of their deviant since it is an explicit feedback where teachers provide the students with the correct answer or with the explanation of the error that was committed. It is important to mention that most studies (Lyster & Ranta, 1997; Lyster, 2001; Tsang, 2004) combine both Translation and Recast as one since the process to correct the deviants of the language is very similar. This may explain the lack of results on Recast (6%) since Chilean students often use their L1 and occasionally respond to the teacher's questions using their first language, which may explain that the second highest percentage obtained in this investigation was Translation (14%) as a corrective feedback strategy.

In addition, there are some strategies that received little exposure in this investigation (repetition, elicitation, metalinguistic feedback, and clarification request) since teachers provided little feedback with them. These results are going to be explained through Ellis' (2009) taxonomy that categorized corrective feedback into explicit and implicit exposure, as well as the input provided and output prompting that is given during correction.

As it is illustrated in Table 13, Metalinguistic feedback (8%) and Elicitation (5%) are corrective feedback strategies that do not provide the correct answer to the students, but

instead they use prompts to receive correction. On the other hand, Clarification request (8%) and Repetition (4%) represent a more complex process since they are implicit and output prompting and it is difficult for students to notice that teachers are correcting an error, which might be one of the reasons for not using these types of corrective feedback strategies in the classroom.

**Table 13.** Corrective feedback taxonomy adapted from Ellis (2009).

|                    | <b>Implicit</b>                     | <b>Explicit</b>                        |
|--------------------|-------------------------------------|--|
| Input -providing   | Recast                              | Explicit correction<br>Translation     |
| Output - prompting | Repetition<br>Clarification request | Metalinguistic feedback<br>Elicitation |

### 4.4.2 Type of errors that Chilean teachers correct in their classes.

For this section, the results regarding type of errors will be discussed. The data that was collected in this investigation revealed that the most common errors concentrated in Pronunciation (43%), Grammatical (28%) and Vocabulary (25%), which is very common since many researchers (Lyster & Ranta, 1997; Ferreira, et al. 2007) only focus on the linguistic aspects. In addition, there was another aspect that was included in the investigation, which was first identified by Chaudron (1997) as content errors that lead to problems with information and knowledge of a certain topic. In this research only a few moves of corrective feedback aimed to correct errors of content (4%). However, it was worth mentioning that those problems indeed exist in the classrooms.

On the other hand, it is important to mention the different types of corrective feedback that were implemented for each error type. For instance, the research demonstrated that grammatical errors are usually corrected by explicit correction (40%), Elicitation (15%) and Repetition (12%). In addition, it is essential to indicate that Recast (9%), Clarification request (9%), Metalinguistic feedback (9%) and Translation (6%) were also used, but less frequently.

In terms of pronunciation, only three types of corrective feedback were provided to correct errors. Teachers usually correct this category using Explicit correction (90%) and there was little indication that pronunciation errors were corrected though Recast (8%) and Metalinguistic feedback (2%). This results are very similar to the findings in Gitsaki and Althobaiti's (2011) research, where the majority of the phonological errors (35%) were corrected through explicit correction.

Moreover, it was revealed that vocabulary errors are usually corrected with Translation (48%), which is due to the students' elementary level that prevent them to produce the correct words in the target language; Clarification request (17%) and Metalinguistic feedback (17%). There is also evidence of explicit correction (14%) and Elicitation (4%), which were not used very frequently.

As a final point, there are the content errors that were found in the study. This errors revealed that teachers use Clarification request (40%), Explicit correction (40%) and Repetition (20%) to correct the wrong utterances of students.

#### **4.4.3. Effectiveness of corrective feedback strategies in Chilean context.**

Most of the data collected reveals that the results were very positive since 57% of the feedback moves followed Repair and 11% of cases resulted in Needs repair, which shows that students react positively to the corrective feedback strategies. In this section, there will be examples taken from the audio-recordings in order to illustrate the use corrective feedback and the response of students.

In addition, there are some corrective feedback strategies that were more effective than others in the Chilean context such as Repetition (100%), since teachers highlight the error in order to express that is incorrect:

S: They is friends

T: They is friends?

S: are, they are friends

There is also evidence that using Metalinguistic feedback (89%) to correct students followed repair, which is very positive since Metalinguistic feedback is a feedback that does not provide the correct answer for students.

S1: The girl is handsome.

T: Do we say that in English?

S1: ... (no response)

T: Can you find your error?

S2: Beautiful, the girl is beautiful.

In terms of Clarification request (70%), most of the students corrected their utterances when provided this type of corrective feedback strategy, which is positive since

research demonstrate that clarification request has little repairs in other contexts (Lyster & Ranta 1997; Panova & Lyster 2002).

T: Is salad healthy or unhealthy?

S: unhealthy

T: Really?

S: Oh no, healthy, healthy!

On the other hand, we have the results of Elicitation (67%), which remains positive in this investigation and in the literature reviewed (Tsang, 2004; Panova & Lyster, 2002).

S: My friend is happy than yesterday

T: okay, How do we say “more happy” in English?

S: happier

Teachers who used Explicit correction as a corrective feedback strategy obtained repairs in 59% of the cases, which contradicts the results found in the literature review since researchers (Lyster and Ranta, 1997; Panova and Lyster, 2002; Tsang, 2004) found that explicit correction had little repairs and even no repairs at all when giving corrective feedback to their students.

S: You get a...

T: You'll get

S: You'll get a car

Translation was one of the corrective feedback strategies that did not evidence much “repair” since only 25% of the occasions led to the correction of the wrong utterances. This is similar to the findings in Panova and Lyster (2002) research since they found that only

4% of the Translations led to repair. This is due to the fact that students are not fully aware that they are being corrected.

T: How many seasons are in a year?

S: Cuatro

T: Four seasons

S: ... (no response)

Finally, the corrective feedback strategy that had less response from the student was Recast (14%). Learners did not repair their errors since they usually are not conscious of the correction of the teacher. These results are very similar from the literature that was reviewed in the research since Lyster and Ranta (1997) found that only 13% of Recast resulted in repair. As well as Tsang (2004) who reveals that there were no repairs regarding Recast.

S: She is more beautiful that Mary

T: ok, she is more beautiful than Mary

S: ... (no response)



## **CHAPTER V**

### **CONCLUSION**

This research revealed that teachers indeed use corrective feedback strategies in their lessons. However, some of those strategies are more frequent than others. The study showed that the highest amount of teachers frequently use Explicit correction (55%) and Translation (14%) in order to correct students errors. There is evidence that other types of feedback were provided in this investigation, but they were hardly ever used as a corrective strategy, which is the case of Clarification Request (8%), Metalinguistic feedback (8%), Recast (6%), Elicitation (5%) and Repetition (4%).

In terms of the types of errors that teacher usually correct using corrective feedback strategies, it can be stated that the items such as pronunciation errors (43%) grammatical errors (28%) and vocabulary errors (25%) were the most predominant since teachers often concentrate in the linguistic aspects of the speech production. Also, little evidence demonstrated that there is another type of error that was corrected in the lessons, which are content errors (4%).

On the other hand, it is important to mention the different types of corrective feedback that were implemented for each error type. For instance, the research demonstrated that grammatical errors are usually corrected by explicit correction (40%), Elicitation (15%) and Repetition (12%). In addition, it is essential to indicate that Recast (9%), Clarification request (9%), Metalinguistic feedback (9%) and Translation (6%) were also used, but less frequently. In terms of pronunciation, only three types of corrective

feedback were provided to correct errors. Teachers usually correct this category using Explicit correction (90%) and there was little indication that pronunciation errors were corrected through Recast (8%) and Metalinguistic feedback (2%). Moreover, it was revealed that vocabulary errors are usually corrected with Translation (48%), Clarification request (17%) and Metalinguistic feedback (17%). There is also evidence of explicit correction (14%) and Elicitation (4%). As a final point, there are the content errors that were found in the study. These errors revealed that teachers use Clarification request (40%), Explicit correction (40%) and Repetition (20%) to correct the wrong utterances of students.

The final objective of this investigation aimed to determine the effectiveness of the corrective feedback strategies that were used in the research. The results were very positive since 57% of the feedback moves followed Repair and 11% of cases resulted in Needs repair, which illustrates that students react positively to the corrective feedback strategies. In addition, the types of feedback that demonstrated to be more effective in the Chilean context are Repetition (100%) Metalinguistic feedback (89%) Clarification request (70%) Elicitation (67%) and Explicit correction (59%). In contrast with Translation (25%) and Recast (14%), which did not lead to many repairs since they are implicit and input providing types of feedback (Ellis, 2009).

This investigation will be of great importance for the field since it provides results conducted in a different setting, which also collected different results in terms of corrective feedback strategies used in the classroom, which can determine that every context can be different and also, the feedback types and the amount of it that is provided in the classroom will be defined by specific factors that such as age and level of English of the students.

As a suggestion for further investigation, it will be appropriate to conduct not only a research where teacher's feedback, learner uptake and error types are identified but to include teachers' perceptions since it cannot be determined whether feedback given in this investigation reflects what the teacher actually knows and thinks about corrective feedback. In addition, it will be suitable to investigate if Chilean teachers are aware of the types of strategies that exist to correct students utterances since the results of this investigation showed little feedback moves in some of the corrective feedback types and it can be speculated that: (1) teachers' lack of implementation of some feedback strategies reflects the personal preference or effectiveness of its use in the classroom (2) lack of information about feedback types provokes little use of some strategies during the lessons.

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## APPENDIX A: Consent forms of teachers

### Consent to Participate in Research

You are invited to participate in this study called **Oral Corrective Feedback Strategies in Chilean EFL Classrooms**, which is conducted by **María Fernanda Aránguiz Morales**. This form will describe the requirements of your participation and your rights as a participant. The decision to participate in this study is strictly yours.

In order to conduct this research two audio-recordings of your lessons will be needed. Those audio-recordings have to last 90 minutes each and the audio has to be clear and easy to understand. The investigator will provide all the material necessary to audio-record your lessons appropriately.

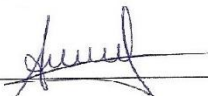
All the information collected will be confidential and use only for educational purposes. Your name will not be used in this investigation therefore your identity will be anonymous. If at any point you change your mind and no longer want to participate in this study, you can tell the investigator.

Your availability and willingness to participate in this investigation will be greatly appreciated. Your collaboration will be very important for this study. For further information you can contact the investigator by email at [Fernanda.aranguiz.m@gmail.com](mailto:Fernanda.aranguiz.m@gmail.com).

#### Investigator's Statement

I have explained the procedure of this investigation and I have answered all of the questions of the participant.

Signature of investigator



Date November 17th, 2015

#### Participant's Consent

I have read the information provided in this consent form, I have had the opportunity to ask, and I have received answers to my questions and I voluntarily agree to participate in this study.

Your signature



Date: 11/17/2015

### Consent to Participate in Research

You are invited to participate in this study called **Oral Corrective Feedback Strategies in Chilean EFL Classrooms**, which is conducted by **María Fernanda Aránguiz Morales**. This form will describe the requirements of your participation and your rights as a participant. The decision to participate in this study is strictly yours.

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### Investigator's Statement

I have explained the procedure of this investigation and I have answered all of the questions of the participant.

Signature of investigator  Date November 10th, 2015

### Participant's Consent

I have read the information provided in this consent form, I have had the opportunity to ask, and I have received answers to my questions and I voluntarily agree to participate in this study.

Your signature  Date: 11.10.15.

### Consent to Participate in Research

You are invited to participate in this study called **Oral Corrective Feedback Strategies in Chilean EFL Classrooms**, which is conducted by **María Fernanda Aránguiz Morales**. This form will describe the requirements of your participation and your rights as a participant. The decision to participate in this study is strictly yours.

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### Investigator's Statement

I have explained the procedure of this investigation and I have answered all of the questions of the participant.

Signature of investigator  Date November 2nd, 2015

### Participant's Consent

I have read the information provided in this consent form, I have had the opportunity to ask, and I have received answers to my questions and I voluntarily agree to participate in this study.

Your signature  Date: November 2nd 2015

### Consent to Participate in Research

You are invited to participate in this study called **Oral Corrective Feedback Strategies in Chilean EFL Classrooms**, which is conducted by **María Fernanda Aránguiz Morales**. This form will describe the requirements of your participation and your rights as a participant. The decision to participate in this study is strictly yours.

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### Investigator's Statement

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Signature of investigator

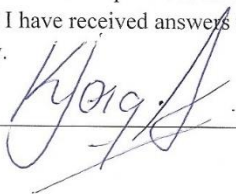


Date November 16<sup>th</sup>, 2015

### Participant's Consent

I have read the information provided in this consent form, I have had the opportunity to ask, and I have received answers to my questions and I voluntarily agree to participate in this study.

Your signature



Date: November 16<sup>th</sup>, 2015.

### Consent to Participate in Research

You are invited to participate in this study called **Oral Corrective Feedback Strategies in Chilean EFL Classrooms**, which is conducted by **María Fernanda Aránguiz Morales**. This form will describe the requirements of your participation and your rights as a participant. The decision to participate in this study is strictly yours.

In order to conduct this research two audio-recordings of your lessons will be needed. Those audio-recordings have to last 90 minutes each and the audio has to be clear and easy to understand. The investigator will provide all the material necessary to audio-record your lessons appropriately.

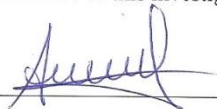
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Your availability and willingness to participate in this investigation will be greatly appreciated. Your collaboration will be very important for this study. For further information you can contact the investigator by email at [Fernanda.aranguiz.m@gmail.com](mailto:Fernanda.aranguiz.m@gmail.com).

#### Investigator's Statement

I have explained the procedure of this investigation and I have answered all of the questions of the participant.

Signature of investigator



Date November 5th, 2015

#### Participant's Consent

I have read the information provided in this consent form, I have had the opportunity to ask, and I have received answers to my questions and I voluntarily agree to participate in this study.

Your signature



Date: November 5th, 2015

**APPENDIX B.** Results of distribution of feedback types per teacher

|   | T1 | T2 | T3 | T4 | T5 | TOTAL |
|---|----|----|----|----|----|-------|
| Recast ( <i>n= 118</i> )                  | 0  | 0  | 1  | 5  | 1  | 7     |
| Elicitation ( <i>n= 118</i> )             | 5  | 0  | 0  | 1  | 0  | 6     |
| Clarification request ( <i>n= 118</i> )   | 4  | 1  | 2  | 2  | 1  | 10    |
| Metalinguistic feedback ( <i>n= 118</i> ) | 1  | 1  | 5  | 1  | 1  | 9     |
| Explicit correction ( <i>n= 118</i> )     | 1  | 19 | 13 | 10 | 22 | 65    |
| Repetition ( <i>n= 118</i> )              | 2  | 1  | 1  | 1  | 0  | 5     |
| Translation ( <i>n= 118</i> )             | 6  | 3  | 2  | 3  | 2  | 16    |

**APPENDIX C.** Results of type of errors corrected by teachers using CF strategies

|                                    | T1 | T2 | T3 | T4 | T5 | TOTAL |
|------------------------------------|----|----|----|----|----|-------|
| Grammar errors ( $n = 118$ )       | 6  | 12 | 3  | 11 | 1  | 33    |
| Vocabulary errors ( $n = 118$ )    | 13 | 5  | 7  | 2  | 2  | 29    |
| Pronunciation errors ( $n = 118$ ) | 0  | 6  | 12 | 10 | 23 | 51    |
| Content errors ( $n = 118$ )       | 0  | 2  | 2  | 0  | 1  | 5     |



**APPENDIX D.** Results of type of errors corrected by teachers using CF strategies.

|  | Repair    | Needs Repair | No Uptake |
|--|-----------|--------------|-----------|
| Recast ( <i>n=118</i> )                  | 1         | 0            | 6         |
| Elicitation ( <i>n=118</i> )             | 4         | 2            | 0         |
| Clarification request ( <i>n=118</i> )   | 7         | 0            | 3         |
| Metalinguistic feedback ( <i>n=118</i> ) | 8         | 0            | 1         |
| Explicit correction ( <i>n=118</i> )     | 38        | 10           | 17        |
| Repetition ( <i>n=118</i> )              | 5         | 0            | 0         |
| Translation ( <i>n=118</i> )             | 4         | 1            | 11        |
| <b>TOTAL</b>                             | <b>67</b> | <b>13</b>    | <b>38</b> |

**Appendix E.** Results of type of errors per corrective feedback

|                         | Grammatical errors | Vocabulary errors | Pronunciation errors | Content errors | TOTAL |
|-------------------------|--------------------|-------------------|----------------------|----------------|-------|
| Recast                  | 3                  | 4                 | 0                    | 0              | 7     |
| Elicitation             | 5                  | 0                 | 1                    | 0              | 6     |
| Clarification request   | 3                  | 0                 | 5                    | 2              | 10    |
| Metalinguistic feedback | 3                  | 1                 | 5                    | 0              | 9     |
| Explicit correction     | 13                 | 46                | 4                    | 2              | 65    |
| Repetition              | 4                  | 0                 | 0                    | 1              | 5     |
| Translation             | 2                  | 0                 | 14                   | 0              | 16    |

